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THE INDIAN UNDERGRADUATE.

Fifty years ago the Indian Undergraduate was unknown in the land. Today he has spread from Cape Comorin to the Himalayas and the cry is "still he comes." Half a century ago the difficulty was to get him; now a greater difficulty has arisen, namely, what to do with him; for the average Indian Undergraduate looks upon his college training as a means to an end, that end being entry into either the subordinate Government service or the already overcrowded ranks of the bar.

According to the popular idea, the Indian Undergraduate is an individual whose educational horizon is clearly defined by the requirements of the next examination, who declines to imbibe any knowledge, however improving or useful in itself, which is unlikely to "pay" at the approaching test, and who at the end of his college career forgets the greater portion of what he has learnt and is unable to put to practical purposes the little which he retains in his overtaxed and exhausted brain. The popular idea is no doubt based on actual observation and must, therefore, to a great extent,

be accepted as correct. We propose to briefly discuss the causes which have led the Indian Undergraduate to exhibit so many apparent shortcomings.

The world is given to judging by comparison and the Indian Undergraduate has, therefore, to stand contrast with his British confrere. The latter has been evolved and has taken centuries over the process, whereas the former has been created practically by a stroke of the pen. In Europe a liberal education has gradually come to be considered part and parcel of the outfit of every one who desires to stand in society above a well defined line. Though examinations have recently come unduly into prominence in educational circles at home, thay have not yet—and probably never will—become the sole aim and object of every pupil in every school and of every student in every college. Hence we find a certain proportion of persons in the Undergraduate stage, whose only object in attending college is to obtain the amount of education which is necessary to enable them to take up their right places in society. Such persons do not, therefore, live for the next examination and for that only. No doubt a certain number of Undergraduates in Europe are nothing more or less than preparers for some educational test, but their mass is leavened by the presence of those about whom reference has just been made. Moreover, educational tests in Europe are not so circumscribed in their nature as to convert into a cramming machine every one who devotes his energies to trying to pass them.

Let us now turn to India. Fifty years ago education, as at present generally understood, was practically unknown. The Universities—purely examining bodies—when first started were unable to obtain candidates for their examinations. The various Provincial Governments, therefore, resorted to offers of stipends and of subordinate Government posts in order to induce persons to prepare and appear for the University tests. In a country, in which it is not considered incongruous for a man of wealth and high station to be absolutely uneducated, it is easy to see what sort of Undergraduates the Indian Universities could command, namely, those whose sole object was to get a stipend during studentship and a subordinate Government post as a reward for passing a University examination. Matters have certainly progressed of late, for stipends do not loom so conspicuous as they

once did and the bar now competes with subordinate Government employ for the favour of India's educated youth. In spite of all the talk about the thirst for knowledge, of which we have heard so much, the fact remains that, in the present feeling in this country towards education, the majority of persons who constitute the Undergraduate class desire education simply to enable them to enter Government service or to eventually join the bar. As passing certain examinations is necessary for both these purposes, the Indian undergraduate can hardly be blamed if he limits his efforts to qualifying for a successful appearance at these examination The leaven, which acts so powerfully in Europe is practically absent here, and everything tends towards encouraging the Indian Undergraduate to be what he is—an examination machine.

The general bent of the Indian intellect too is to blame for the popular idea that the Indian Undergraduate retains in his mind only a small proportion of what he has learnt at college and that he is unable to utilise that small proportion for practical purposes. The Indian intellect, though "keen, imaginative, subtle and tenaceous" usually lacks initiative. Hence, when brought into contrast with the active minded European, the Indian suffers by comparison. He may retain all he has ever learnt but as he usually cannot utilise it for practical purposes, the popular eye can see no sings of the retention. Hence the verdict.

EDUCATIONAL OFFICERS AS DIRECTORS OF PUBLIC INSTRUCTION.

The recent appointment by the Madras Government of Mr. J. B. Bilderbeck, Professor of English at the local Presidency College, to act as Director of Public Instruction during the absence on privilege leave of the Hon'ble Dr. Duncan, once more calls attention to the method of filling up the important posts of heads of the educational departments of India. Of Mr. Bilderbeck's temporary promotion it is unnecessary to say much ; he is an officer who has consistently worked hard in the face of more than one discouragement and it is satisfactory to know that his services have at last received their meet reward. His appointment, however, goes a good

deal r... ther than a mere recognition of his merits on the part of the M... Madras Government, for it shows that that Government is inclined to follow the lead of the other Presidencies and Provinces of India in the matter of the choice of its Director of Public Instruction. A Despatch of the Secretary of State dated 7th April 1859, gave educational officers a preferential claim to the coveted posts of Directors of Public Instruction. On a vacancy occurring in any Presidency or Province the claims of all departmental officers in that Presidency or Province were to be considered and ... no suitable Director were forthcoming, the claims of educational officers in other parts of India were to be enquired into. It was only in the event of failure of supply from the latter source that a non-departmental officer could be chosen. How this arrangement worked in practice we all know, and bitter indeed have been the disappointments occasioned among educational officers by extra-departmental selections made in times gone by, in accordance with the terms of the Despatch.

In July 1896 the Government of India's Resolution regarding the re-organisation of the educational services of India appeared and in one of its paragraphs an extract from the Despatch of the Secretary of State was given, which must have raised qualms in the breasts of many of our senior departmental officers. The extract is as follows :—

"In the fifteenth paragraph of your letter, it is stated that Local Governments and Administrations have been informed that the omission from the list of Educational appointments of the office of Director of Public Instruction should not interfere with the principle that *cæteris paribus* it is to be given to a member of the Educational Service. I am aware that this principle is founded on a Despatch of the Secretary of State dated so long as the 7th April 1859. I have, nevertheless, considerable doubt whether it is now expedient to reaffirm it or to renew any pledge that might be understood as establishing a right—a priority in favour of the Department. The office of Director of Public Instruction is one of very great importance and demands of the holder of it not only attainments of a high order but considerable administrative capacity. The questions that are raised are often of great public interest. The Director controls a Department in intimate relation with Municipal Councils and District Boards and he has to deal with the managers of numerous aided Colleges and Schools as well as with the teachers employed in the government institutions under his supervision. A very important part of his work is to watch and stimulate the progress of primary instruction—a matter in which

he has to enlist the co-operation of the District Officers throughout the Province in which he is employed. In many of the Provinces, the departmental staff is far too small to afford any guarantee for the presence among its members of an officer thoroughly qualified for these important administrative functions. On full consideration of the past history of the Department, I have arrived at the conclusion that the Local Governments and Administrations should be allowed a free hand in the selection of a Director and should not be fettered by any rule or instruction purporting to give a preferential claim to an officer of any particular department."

It is a strange coincidence that within a year of the publication of the latest orders on the matter, two of the most important Directorates *viz.* :—those of Bengal and Bombay required to be permanently filled. The new incumbents were both educational officers but, as Dr. Martin and Mr. Giles possessed exceptional qualifications their selection as Directors was never a matter of doubt. It was only when it was known that the Madras Directorate would fall vacant for three months that rumours were afloat to the effect that advantage would be taken of the abrogation of the Despatch of 1859 to appoint a Civilian Director ; and a Civilian of under seven years' service was freely spoken of as Dr. Duncan's successor. Sir Arthur Havelock, however, chose an educational officer to act as Director and his doing so, taken in conjunction with the selections already noticed, encourages a hope that Provincial Governments and Administrations will consider the claims of Departmental officers before appointing an outsider to the Directorate.

There is no doubt a good deal to be said on both sides and it must be acknowledged that there is much force in the Secretary of State's arguments, quoted above, on which his decision was apparently founded, but, on the other hand, we may urge that no non-educational officer can possibly have so intimate an acquaintance with the conditions of service in the Educational Department as an officer who himself has had a long departmental experience ; that the technical details, which come up for settlement by the Director, are such as can best be dealt with by an officer who has had a long personal acquaintance with them ; that *esprit de corps* is maintained by the head of a department being recruited from the superior ranks of his service ; and that the efficiency of the superior ranks, which practically means the efficiency of the whole body of

officers, is encourged by keeping open for them the coveted plums of the service. *In hoc signo spes.*

DEPARTMENTAL STORIES.

By "Riverside Dweller."

The Usual Endorsement.

Thirty years have passed since His Excellency Our Ruler (with the assistance of his Private Secretary) penned the celebrated minute, which for classic elegance and epigramatic diction has found but few equals among Indian official publications. So great was its literary charm that its memory has been kept green through three decades by frequent quotations made from its balanced lines by a generation of local orators and scribes. His Excellency Our Ruler after a six-months' experience of the Presidency was convinced that the one thing needed for the benefit of the teeming millions under his care was the use by them of a certain Medicament, of whose prophylactic and curative properties the gubernatorial frame had had experience. Hence the minute, which, commencing with several paragraphs about the obligations of the British Government towards the natives of India, proceeded to dwell on the necessity for introducing the Medicament into general use and ended by propounding a scheme for giving effect to the beneficent intentions of the said Ruler. The immediate effect of the issue of the minute was the addition to the establishment of the Circumlocution Department of a clerk on Rs. 15 a month. The duty assigned to this functionary was that of tabulating statistics regarding the numbers likely to derive benefit from the use of the Medicament. He worked hard for a year and his statistical statements left very little to be desired, but it was evident that the popularity of the Medicament had not been in any way advanced. He was accordingly abolished and a scheme was sent up to the Supreme Government for the employment of an *expert*, who could manufacture the Medicament locally, thus enabling the teeming millions to obtain a cheap supply at their very doors. After a deal of correspondence the employment of an *expert* was sanctioned, but, in order to impress him with his subordinate

position, he was given the official designation of "Assistant-Deputy Manufacturer of the Medicament," his salary was fixed at the correspondingly humble figure of Rs. 300 a month, and he was placed under the control of the Circumlocution Department. The Secretary of State having been addressed, he selected and sent out Mr. Obadiah Bunkum. This gentleman shortly afterwards landed with a fluffy whisker and a genial smile and took his seat in the chair provided for him in one of the go-downs of the Circumlocution Office, where he discovered his modest establishment of three clerks awaiting his commands.

Mr. Bunkum was not long before he made his presence felt, for from the very first day of his arrival he commenced to write about the benefits to be derived from the Medicament and to frame various schemes whereby the teeming millions could be supplied with it. After three months it was found necessary to increase Mr. Bunkum's office establishment to six clerks and, even then, they could not cope with the work. Government now called upon Mr. Bunkum to proceed with the manufacture of the Medicament but the Assistant-Deputy Manufacturer replied on a quire of foolscap to the effect that the teeming millions had not yet been educated to appreciate the advantages of the Medicament, that the district officers had not been tutored into a proper frame of mind with respect to it and so on. He, however, took this opportunity of impressing on Government the absolute necessity of increasing his official importance by designating him Deputy Manufacturer and of raising his salary to Rs. 600. Government perceived the wisdom of these proposals and gave effect to them, and at the same time increased the establishment to 12 clerks. The Deputy Manufacturer continued to write and so monumental were his contributions to official literature that within five years of his arrival he was designated Manufacturer, his salary was raised to Rs. 900 and his office establishment was increased to 18 clerks.

Mr. Bunkum's efforts were next directed to freeing himself from the control of the Circumlocution Department. So effectually did he send out his shafts that, rather than imperil the success of the Medicament, Government made Mr. Bunkum head of a new Department with the title of Director of the Manufacture of the Medicament. Of course it was necessary to raise his remuneration

to Rs. 1,200 a month and to increase his establishment to 24 clerks. The Director now proceeded to point out that it was no use manufacturing the Medicament, if there were no means of distributing it and he suggested a Distribution Department with himself as Commissioner and 12 clerks as the establishment and of course there was an extra allowance of Rs. 600 for the additional work and responsibility. As usual he gained his point by sheer persistency.

It thus happened that, within fifteen years of his arrival in India, Mr. Bunkum found himself Director of the Manufacture and Commissioner for the Distribution of the Medicament, with a consolidated salary of Rs. 1,800 a month and an office establishment of 36 clerks (24 in the Manufacturing Department, 12 in the Distribution Department). It was true he had not yet manufactured or distributed any of the Medicament, but who can say that he did not worthily fill the dual post of Director and Commissioner or that he did not earn his salary of Rs. 1,800 a month? Did he not keep his 36 clerks so busy that they had to work overtime? Was it not his custom to take home papers for disposal, which he had not been able to get through during office hours? Had he not increased the clerical work of every district officer in the Presidency by calling for information on every conceivable subject directly or indirectly connected with the Medicament? Had he not made a reputation as a good office man? Hence Government was satisfied and the Director and Commissioner worked away in peace and drew his salary in contentment.

Every now and then some misguided individual, who had perused one of Mr. Bunkum's earlier reports would apply to the office for a supply of the Medicament. The Director and Commissioner was however equal to this contingency. He invented an endorsement to the effect that the article, indented for, was not at present available; but that, when it became so, the petitioner would be informed through the customary official channel. This was known in the office as the "Usual Endorsement," and when attached to any application was found to fully meet the requirements of the case.

* * *

The onerous nature of Mr. Bunkum's duties prevented thoughts of matrimony from entering his overtaxed brain. His two maiden sisters however insisted, in face of his protestations, on quitting their suburban semi-detached and, by their presence, relieving the loneli-

ness of their brother's Indian home. The first bloom of maidenhood had passed away from the Misses Bunkum, but in this enlightened age the artificial can take the place of the real, and no one need know the difference. The elder sister was supposed to chaperon the younger but both had hopes and aspirations. They knew the age, salary, seniority and prospects of every bachelor within reach, but no one had as yet offered free board and lodging to either of them. The brother's persistency however was well developed in the sisters and *nil desperandum* was apparently their motto.

It happened that in the second year of their stay in the Gorgeous East the Misses Bunkum were bidden to a large garden party and, arrayed in their best, they went to the entertainment. The Director and Commissioner was too busy with office work to share in such dissipations. After the manner of garden parties the guests strolled about the spacious grounds on the principle "two is company, three is none". It thus came to pass that Miss Bunkum junior found herself walking with Mr. Softie Dude I. C. S. The pair eventually sat down on a seat in a corner of the grounds and no one was within earshot. The minutes passed and Mr. Softie Dude thought it really incumbent on him to start a conversation, but he could not hit upon any topic likely to interest his partner. At last a happy idea occurred to him. He would make a remark about the weather. He did. The words were hardly uttered when Miss Bunkum junior flew into his arms with many a strange ejaculation. In half a minute she tore herself away and hurrying to her sister informed that damsel with much agitation that Mr Dude had at last proposed. Mr. Dude himself followed in a bewildered manner and was duly congratulated by Miss Bunkum senior. Within five minutes the news spread among the other guests and Mr. Dude received numerous congratulations for everyone is glad to see someone else making a fool of himself. The garden party soon after broke up but, before leaving, Miss Bunkum senior took Mr. Dude aside and told him he must apply for the hand of Miss Bunkum junior to their brother. This, of course, was for the sake of appearance for there was not the slightest doubt about the Director and Commissioner giving his hearty approval to the arrangement.

Mr. Softie Dude entered his carriage in a very perplexed state of mind. What was he to do? He had received the congratulations

of several people, for he could not very well have refused to do so. Then he commenced after the manner of mortals to deceive himself. He proceeded to persuade himself that it would be as well if he went on with the engagement. She was not beautiful—no, there was no doubt on that point. But then, no one would run after her, and Mr. Dude, having been brought up in strict middle-class society, had the greatest possible horror of anything approaching a puppy-dog arrangement. Then again, she was the sister of the head of a department, which was an advantage to a junior. By the time the carriage had reached Mr. Dude's residence his mind had been made up and he had determined to go on with the business. He sat down and wrote to Mr. Bunkum commencing his letter "Dear Sir.—I have decided on applying to you for the hand of your younger sister." The whole letter need not be given for our readers can guess what it was like. The note was sealed, addressed to Mr. Bunkum's office and duly posted.

* * *

On the following day Mr. Bunkum was seated in his office as usual. He knew nothing of what had happened for his sisters had agreed to give him a pleasant surprise. He was very busy for he was addressing Government impressing upon them the necessity for the annual report of the Bottle and Jug Department passing through his office before submission to Government, so as to enable him to comment on the report. He had arrived at the twenty seventh paragraph and was just warming to his work, when the peon brought in a heavy *tapal*. The first letter opened by Mr. Bunkum was the one written by Mr. Softie Dude. The Director and Commissioner began to read "Dear Sir.—I have decided on applying to you for . . . . . ." He stopped short and exclaimed, "Confound these people. When will they learn that I don't supply the Medicament. I am an administrative officer. It's the fault of Government for not providing me with an executive." He then marked the corner with the inscription "Usual Endorsement O. B.," and threw the letter into the "disposed of" tray. The office being splendidly organised, the letter was soon taken down to the Manufacturing Department where it was registered and transferred to the Distribution Department. Here the clerk, noting the familiar instructions in the corner, wrote the usual endorsement at the bottom of the letter, and sent it up to Mr. Bunkum

for his signature. The Director and Commissioner signed it as a matter of routine and the document was eventually posted.

* * *

Next morning Mr. Softie Dude was the recipient of a large brown-paper cover marked "On H.M.S." In one corner reposed his own letter with the following endorsement affixed to it :—

No. $\frac{12,856}{B\ D.}$ *of* 97, *dated* 1*st April* 1897.

The article indented for is not at present available. When it becomes so, the petitioner will be informed through the customary official channel.

O. BUNKUM.

Director of the Manufacture and
Commissioner for the Distribution
of the Medicament.

* * * * * *

The Misses Bunkum continue to gladden Obadiah's Indian home, but he himself is seldom there. After sitting tight in his office for fifteen years he has suddenly been seized with a desire to tour through the Presidency. The Director and Commissioner is now more than ever the terror of district officers, for he moves from one district to another, accepting the hospitality of Collectors and Sub-Collectors and making personal enquiries about the chances of the Medicament being used in the areas which he favours with his presence.

MATHEMATICS AT THE ALLAHABAD UNIVERSITY.

The action of the Syndicate of the Allahabad University, in reducing the standard of Mathematics required for the B.A. and B. Sc degrees in 1898 and 1899, has been the cause of subjecting the Syndicate to a good deal of adverse criticism. It is asserted in some quarters that the amount of Mathematical knowledge, required during the next two years at the examinations for the B.A. and B. Sc degrees, is so small as to make these degrees the most easily attained ones in India. Perhaps the simplest way of enabling our readers to come to a conclusion on this point is for us to compare the standard of Mathematics at the Allahabad Univer-

sity degree examinations with that required at similar examinations at the other Universities of India.

From 1895 up to date the Mathematics prescribed for the B.A. and B.Sc. degrees of the Allahabad University was as follows :—

(1) Algebra.
(2) Trigonometry.
(3) Analytical Geometry.
(4) Differential Calculus.
(5) Integral Calculus.
(6) Dynamics (Statics, Kinematics, Kinetics)
(7) Hydrostatics.

The examination consisted of four papers.

The Syndicate has determined that in 1898 and 1899 the Mathematics for B.A. and B.Sc. degrees shall be as follows :—

(1) Analytical Geometry (limited to rectangular axes).
(2) Differential Calculus, (as in Williamson, Chapter I—V and IX.
(3) Integral Calculus (as in Edwards Mt. Calc. I—VI.)
(4) Dynamics, Hicks Dynamics.

There will only be two papers.

For the A course candidates Mathematics is one of the three optional subjects, but for the B course and B-Sc men it is a compulsory subject.

The Calcutta University has a similar arrangement for its would-be B. A.'s but the Mathematics, prescribed, is as follows :—

For a pass.

(*a*) Statics.
(*b*) Dynamics.
(*c*) Hydrostatics.

For honours.

(*a*) Analytical Plane Geometry.
(*b*) Differential Calculus.
(*c*) Integral Calculus.

At the Bombay University Mathematics is one of six optional branches and what is prescribed is as follows :—

1st. Conic Sections treated Geometrically and Analytically, not including abridged notation.

2nd. Differential Calculus. Integral Calculus (Integration of Functions of one variable.)

3rd. Statics.

4th. Dynamics.

5th. Hydrostatics.

6th. Optics.

At the Madras University "Mathematics and natural Philosophy" is one of the five optional branches and includes Algebra, Geometry, Plane Trigonometry, Spherical Trigonometry, Theory of Equations, Analytical Geometry of two Dimensions, Differential Calculus, Dynamics (Kinematics, Kinetics, Statics), Hydrostatics and Pneumatics, Geometrical Optics and Astronomy.

In the Punjab University A course examination "a course of Mathematics" is one of the "elective subjects." In the B course examination "a course of Mathematics" *or* "a branch of Physical Science" is compulsory. Mathematics is also an "elective subject" but for candidates who take up a course of Mathematics as a compulsory subject, a second course of Mathematics is prescribed. The subject includes Statics, Dynamics, Hydrostatics, Analytical Geometry, Differential Calculus and Integral Calculus.

A mere enumeration of the branches included under "Mathematics" shows but little. A reference to the Calendars of the various Universities will, we think, convince most people that the new standard of Allahabad Mathematics falls short of that demanded in the subject by the sister Universities. Analytical Geometry limited to rectangular axes makes a very considerable reduction in the amount of the subject which a student has to imbibe as well as in the pratical utility of the subject to its learners. No such limitation exists at the other Indian Universities. It is certain too that persons who have attained the standard required in Algebra and Trigonometry at the Intermediate Examination of the Allahabad University are not quite prepared to enter upon a study of the Differential Calculus. Yet Algebra and Trigonometry have been removed from the B. A. and B. Sc. Examinations. In this respect the Allahabad Mathematics compares unfavourably with the Mathematics of the other Indian Universities, for these latter have taken care that, wherever the Differential Calculus is prescribed, a sufficient knowledge of Algebra and Trigonometry is also prescribed.

As regards the Differential Calculus and the Integral Calculus themselves, the amount prescribed is far short of that required by other Indian Universities. In fact, a person need know very little more than the bald rules for differentiating and integrating. The tracing of curves is omitted. Hydrostatics is a subject which apparently is not required at Allahabad in 1898 and 1899. Why, it is impossible to say.

It is always a serious matter to reduce the standard of an examination, for doing so reduces the value of a pass in that examination. Compared with the standard of Mathematics prescribed for the degree examinations of the Calcutta, Bombay, Madras and Punjab Universities, that demanded by the Allahabad University does not appear to have been formerly too high. Nor, can it be pleaded that the failures at previous examinations on the subject were too numerous. It is not quite clear therefore on what grounds the Syndicate of the Allahabad University has so considerably reduced the Mathematical attainments of the B.A.'s and B.Sc.'s, whom it will bring into the world during the next two years.

THE TEACHING OF HISTORY.*

By an Indian Graduate.

History, if properly taught, should prove one of the most interesting subjects of study. If rightly comprehended, no other subject should have such far-reaching results and tend to be of such immense practical utility as this much-neglected study. In practice, however, few subjects taught at school are so devoid of interest and so dry and barren in their results as this. Consequently, many boys, if they do not find it positively distasteful, feel a stolid indifference to the subject. And what can be the cause of this aversion? Doubtless, there are more causes than one that bring about this state of things. The existing text-books, despite their popularity, are not the best of their kind. Some of them are badly written and ill-adapted to the needs of the school-going population. Either by their style or by their treatment of the subject, they repel

* The observations made in this article have reference to the teaching of that subject only in school forms and do not bear on the work of college classes.

the student instead of creating in him a love of the subject. The rest of them for one reason or another fail to infuse into the minds of the boys a desire for historical knowledge and historical studies. One and all of them present a tissue of facts without any attempt to give them life or interest. And hence it comes to pass that when the student takes up such an undesirable book in his hands the little craving for knowledge that might have been created by mere novelty is wiped out from his heart. Even the best text-books on a subject can be of but partial use to a student in enabling him to overcome any difficulties he might experience and without the help and guidance of the teacher, he cannot make real progress in his studies. If such be the case with the best books, of what use can bad text-books be to mere beginners ? But it might be argued that a good teacher can create a real passion in the minds of his pupils for a particular department of knowledge with mediocre or even with useless text-books. It must, however, be borne in mind that in the view of the vast majority of the teachers of this subject in secondary schools, this subject occupies but a very inferior place in the school curriculum, that their best energies are exhausted in initiating the pupils into the mysteries of English Grammar, composition and other "primary" subjects and that when they teach this subject their system is so jaded that nothing useful or worthy of the name of instruction is imparted to the class. The teacher merely puts a few questions here and there to see if the pupils have obeyed his instructions to prepare so many pages of this book or that. The writer knows a certain teacher of some repute who used to say almost every day to his boys "In the sixth period to-morrow I may teach English History or General Geography or Physics or Chemistry. Come prepared to answer questions on every one of these subjects." If pupils are compelled to learn so many subjects for an hour and if this kind of setting home lessons be the *rule* and not the exception, the wonder is not that the boys fail to possess an adequate knowledge of the subject, but that they should have picked up even this smattering knowledge. Further, there is something remarkable in the way in which this subject is handled even by those who do not relegate it to the region of secondary or tertiary knowledge. With due deference to the large class of teachers of History in the Lower and Upper Secondary Forms, it must be said that many of them

lack the knowledge of the most essential principles underlying an efficient treatment of that subject. Most of them are satisfied when they have put a few questions seriatim on the subject matter of the paragraphs or chapters fixed for the day's lesson. It does not strike them that a very wide reading bearing on the subject is a *sine quâ non* of a good teacher. It does not occur to them that with a bare study of the class-book they are only on a par with the advanced pupils and that without fulness of knowledge obtained by extra reading they will not be able to help their pupils out of their difficulties or command their confidence and esteem. Apart from their ability to explain and illustrate most points in the subject by their extended reading, they will be presenting to their boys an example of a man who is sincere in his profession—a man who is ever a learner. Yet another influence tending to lower the quality of teaching is the tendency to worship everything that appears in print. Some teachers push their ideas of the sacredness of the text-book so far that they will accept as gospel truth everything found in it, not setting aside even printer's devils. The mischievous consequences of this pernicious habit are too well known to need more than a passing reference. Suffice it to say that men trained by such teachers are apt to have no independence of thought, but on the other hand, run the risk of becoming extremely credulous. Rightly taught, History yields to no other subject of school study in the matter of cultivating the intelligence and forming the character of the student. Like any other subject of school study, "the study of history should be scientific in its methods, but should have a practical object in view. It should not only tell us of the past, but should modify and explain the present and help us to forecast the future. When we gaze at the course of the world's history and see the same effects, in the main, following the same causes: when we see empires rise and fall and at this distance of time are able with impartial and unprejudiced eye to view the cause of their downfall, we are able by a careful study of past events to discover certain laws and rules which will not only help to explain the changes going on around us at present, but enable us to forecast the future and to avoid if possible some of the evils and to gain some of the goods which history teaches us to follow upon certain courses of actions and events." What else will help us to discover those laws and rules, if it is not our reasoning faculty? What

besides our reason will enable us to trace effects to their causes or project causes on to their effects? How then, can such a study which enables us to avoid the errors of our forefathers and to profit by the teachings of past events be relegated to the domain of insignificant knowledge? If we would only open our eyes and see the many solid advantages flowing from a proper study of History, we must accord Clio a better treatment in our school-rooms than she now receives at our hands.

That the study of History strengthens memory is too patent, in this country at any rate, to need any lengthy disquisition or subtle process of ratiocination.

Character is formed by a proper study of this subject, for History is nothing if it is not truth, truth systematised and arranged on a definite plan. He is no historian who hesitates to call a spade a spade, who is led away by party feeling or race prejudice and attempts to pourtray as fact what is pure fiction. The student finds that the historian does not hesitate to proclaim the truth and so is confined in his love of truth and hatred of falsehood. Patriotism is also the result of the study of the history of one's mother-country, but if a foreign history be put into a student's hands, he learns to know the character of others with whom chance might one day bring him into contact and he learns also to understand the secret springs of others' actions and the beneficial or baneful consequences of right or wrong-doing. How valuable this training will be to him in after life when he has passed out of the schoolroom to fight out the keen battle of life it is needless to say. In fact, the chief aim of studying history is to enable the student to faithfully discharge his duties as a citizen. Is the least foundation laid in our schools for all this serious work? Are many teachers alive to their sense of responsibility when they undertake to play the *rôle* of the teacher of History?

Our aim in indulging in these reflections is not to bring any indictment against that large body of hardworked, but underpaid men called teachers. Far, very far, is it from our mind. These observations are only intended to rouse dormant thought, to create greater activity and make them move onward towards a higher ideal. We venture to give below a few suggestions respecting reform in this direction and while reminding our readers that we

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are yet a long way off anything of the nature of finality in matters of teaching, we should also tell them plainly that they will look through the following lines in vain if they do so with a view to discover originality.

First, we should say Biography should take a leading part in the early stages of instruction. Every one who has tried to understand child nature would have observed what delight children feel in the recital of a story (especially, a romantic story) and with what mute attention they listen to the various incidents, how closely they identify themselves with this character or that and how strong their memory is for that kind of knowledge. The educator should, therefore, avail himself of this inborn characteristic of children and tell them vividly and in the manner of a good story-teller the stories of men who have distinguished themselves in the history of the world. The lives of Baber, Akbar, Hyder, Clive and other worthies would be suitable subjects, provided the teacher eschews all attempts at historic precision and plays his part only as a story-teller. A whole period in English History may be taught on this plan. The value of these lessons will be considerably enhanced if occasionally sidelights be thrown on their character : for example, how a certain man was tenacious of his purpose and how he defied all opposition to his plans and in the end carried the day. The golden deeds of great men and women, persons who have left "footprints on the sands of time" will be suitable subjects for representation. This plan will work with marvellous success in the hands of a man who is gifted with good descriptive powers and who can electrify his hearers by his animated discourse.

Secondly, the history of a period or a reign should not be identified with the life of a king or a minister. Spencer rightly says, "The biographies of monarchs (and our children learn little else) throw scarcely any light upon the science of society." However great these personages be and however significant to them their squabbles for power, such facts do not in the least stand us in stead when we have to decide on our conduct as citizens. A time there certainly was when kings were everything and subjects nothing; but now the times are altered. The welfare of the people is of greater moment than that of the rulers. Light should, therefore, be thrown on the manners and customs of the people, their varying

degrees of weal and woe, and progress in sciences and arts; and a contrast with or comparison between that nation and its neighbours or rulers, &c., should be drawn. Such a study is worthy of the name of historical study. Mere cram of the dry bones of disjointed facts found in the current text-books without any idea of the condition of the people in the past as well as in the present is worse than useless and is positively injurious to the brain as loading the memory with mere raff.

Thirdly, History should be taught with the aid of the map. This is such a simple rule that every teacher will readily agree to it when put in some such form as this, but which he will not put into practice in the schoolroom. Places of historical importance should be fixed in the mind by a reference to their position in the map.

Very often, holiday rambles may be undertaken in connection with facts and events of history. If the school be conveniently near the scene of an old battle-field or a place famous for its siege, the teacher will do well to pay a visit in company with his boys to that place of historical note. India is freely supplied with battle-fields and with scenes of many an exciting drama. The teacher is therefore well supplied with places which he can utilise for inspiring his pupils with a spirit of enquiry and observation.

Next, historical pictures might with great advantage be hung up on the walls of the class room and used on occasions. It is on this principle that modern books on History have portraits of great men and women of every time and representations of battlefields and the like. These give life to the descriptions found in the books or given by the teacher.

Lastly, coins and models of buildings like the Parthenon, St. Paul's Cathedral, the Taj Mahal, &c., might be kept in the school museum. Coins, containing figures of men, chariots, horses and so on, will throw much light on the dress and customs of the people of a bygone age. The models of buildings will serve to shew not only the degree of civilisation of a community at a particular period, but will also enable us to gain a glimpse of the gradual progress of that art through various lands and ages.

THE NEW CODE FOR EUROPEAN SCHOOLS IN THE PUNJAB.

We have at last received the long-expected "Code of Regulations for European Schools in the Punjab." The new code applies to 34 schools which may be classified as follows:—

	High.	Middle.	Primary.	Total.
SCHOOLS IN THE PLAINS.				
For boys	1	3	...	4
For girls	...	4	1	5
Mixed	...	4	3	7
				16
SCHOOLS IN THE HILLS.				
For boys	3	3	...	6
For girls	6	5	...	11
Mixed	...	...	1	1
				18

All the schools in the plains are aided, while two of hill schools (Lawrence Military Asylums, Sanáwar, for boys and for girls) are Government institutions, the remainder being aided. In 1894, in which year the last edition of the old code was published the total number of European schools was 32.

Chapter I of the code states the Object of the Grant, *viz.*:—to aid local exertion in maintaining efficient schools for European children and Training Colleges for teachers in such schools. The term "European" is used to signify any person of European descent, pure or mixed, who retains European habits and modes of life. Every school must be under the management of a governing body, designated the "Managers," who are responsible for the maintenance and control of the school and for the fulfilment of all conditions upon which the grant is made. Aid is given in two forms, *viz.*:—(*a*) Maintenance grants and (*b*) Building grants. Care is taken that the religious observances of any particular school are not foisted on day-scholars, and that instruction in religion does not interfere with that in secular subjects. Grants are not made (*a*) on account of instruction in religious subjects (*b*) to any school which is not subject to the inspection of the Educational Department, (*c*) on account of non-European scholars or of scholars

under three years of age, (*d*) to any school in which non-Europeans exceed 25 per cent. of the total number of scholars or such smaller percentage as the Local Government may prescribe for any particular place or school, (*e*) to any school with an average attendance of less than 12 European scholars except under particular circumstances, (*f*) to any school or department of a school which the Local Government declares to be unnecessary or unsuited to the requirements of the locality; (*g*) to any school the income of which from all sources is sufficient, in the opinion of the Local Government, to maintain it efficiently, (*h*) to any school which is conducted for private profit, or which is farmed out by the managers to the teachers. Schools are required to apply to the Department for maintenance grants giving particulars regarding the class of school, names and qualifications of the teachers, number of scholars in each standard, scale of fees, probable annual income from all sources other than the grant, and proposed annual expenditure under various prescribed headings. When this is done the Inspector will visit and report on the school. If the application is approved the managers will be informed and a temporary grant (seventy-five per cent. of the amount the Inspector considers the school is likely to earn) awarded. The Inspector may visit an aided school at any time with or without notice. The Managers must appoint some one to conduct correspondence with the Department. The interpretation of any article in the code rests with the Department.

The second Chapter is devoted to "Grants for the Maintenance of Schools." A school is eligible for grant, only if it observes the restrictions as to religious instruction already noted; if the school premises are suitable to the purpose from a sanitary as well as a departmental point of view; if the staff is sufficient and competent; if each teacher has received from the Inspector the "Letter of Recognition," subsequently specified, as a teacher for the section of the school in which he works; if the studies are conducted according to a time-table, which is to be submitted to the Department; if the scholars are taught in accordance with the provisions given below; and if the school is efficient. In addition the grant will be continued only on condition that any change in the constitution of the governing body or any addition to or reduction in the school staff be at once reported; that all returns be duly submitted

to the Department; that the admission, daily attendance and withdrawal be registered by, or under the supervision of, the principal teacher; that the accounts be audited and submitted to the Department; and that the school be open to inspection. Schools are graded into Primary, Middle and High according to circumstances. Scholars are divided into sections or divisions as follows:—those below Standard I form the Infant Section; those in Standards I to IV form the Primary Section; those in Standards V to VII form the Middle Section; those studying beyond Standard VII form the High Section. In order to enter the Middle Section a scholar must pass the Primary School Examination, and the High Section the Middle School Examination. Primary schools will ordinarily teach scholars in the Infant and Primary sections; Middle schools scholars in the Infant, Primary, and Middle sections; and High Schools scholars in these three sections together with those in the High section. The subjects of instruction in aided schools are specified as Course A or Course B of Schedule I as may be determined by the Local Government, but scholars may be prepared in the High Section for the entrance examination of any Indian University, the London Matriculation, &c.; and in the Middle and Primary Sections, if the schools are for the poor, for any useful practical work or for examination in one or more of the subjects specified in Schedule I.

The calculation of maintenance grants forms part of a separate Section of Chapter II, which we print in detail with the excision of some of the details:—

A.—Day Schools.

1. By a "full school-meeting" is meant a period of two hours of secular instruction on the same day; or, if two school-meetings are held on the same day, neither of them being for a period of less than one hour of secular instruction, they shall be reckoned as two "full school-meetings" if they include together not less than four hours of secular instruction. In no case may more than two school-meetings be counted on the same day.

In the infant section of a school, a period of one hour and a half of secular instruction shall be considered as a full school-meeting.

2. To be entitled to the full grants under this section, a school shall have held not less than 380 full school-meetings during the year.

If a school has held less than 380 full school-meetings during the year,

a proportionate reduction shall be made in the grants payable under this section.

Note (1).—The school-year shall ordinarily correspond with the calendar year; but if an annual examination on a fixed date be retained, the school-year may be reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit.

3. By the term "ordinary attendance" in the following Articles shall be understood "the average attendance at 350 of the best attended school-meetings during the year" unless the Local Government declares that it shall mean "the average daily attendance during the school-year."

4. Maintenance grants are of three kinds—

(*a*) Ordinary grants;

(*b*) Free-scholar grants;

(*c*) Special grants.

5. The ordinary and Free-scholar grants are annual grants for the year beginning on the 1st April; they are to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed; and are payable to the school in one sum on or after the 1st April, unless otherwise ordered by the Local Government.

Special grants may be of whatever amount, and payable at whatever time and in whatever manner, may appear to the Local Government to best meet the circumstances of each particular case.

6. The following are the scales for the calculation of Ordinary grants:—

A.—For the Ordinary grant to the Infant Section in Day Schools.

Rupees 25 for each of the first ten scholars in ordinary attendance;

Rupees 20 for each of the second ten scholars in ordinary attendance;

Rupees 15 for each of the remaining scholars in ordinary attendance.

B.—For the Ordinary grant to the Primary Section in Day Schools.

Rupees 35 for each of the first twenty scholars in ordinary attendance;

Rupees 25 for each of the second twenty scholars in ordinary attendance;

Rupees 20 for each of the remaining scholars in ordinary attendance;

C.—For the Ordinary grant to the Middle Section in Day Schools.

Rupees 50 for each of the first twenty scholars in ordinary attendance;

Rupees 35 for each of the second twenty scholars in ordinary attendance;

Rupees 25 for each of the remaining scholars in ordinary attendance;

D.—For the Ordinary grant to the High Section in Day Schools.

Rupees 70 for each of the first five scholars in ordinary attendance;

Rupees 50 for each of the next ten scholars in ordinary attendance;

Rupees 35 for each of the remaining scholars in ordinary attendance.

7. The following are the rates for the calculation of Free-scholar grants:—

Rupees 2 per annum for each free day-scholar in average attendance;

Rupees 8 per annum for each free boarder in average attendance.

Note.—The rates given in this and in the preceding Article may be modified as thought necessary by the Local Government.

8. In lieu of the grant for each free boarder specified in Article 7, a grant may be made to Orphanages and other schools in which free scholars are maintained, in aid of the boarding charges of scholars educated therein, provided that the amount of such grant does not exceed (*a*) one-half of the total cost of their maintenance, (*b*) the rate of Rs. 6 a month for each boarder.

9. A grant, to be fixed by the Department, may be made to Boarding Schools in aid of the boarding charges of children residing in places in the Province where there is no school of a standard suited to their requirements, provided that the Magistrate of the District certifies, after inquiry, that the parents or guardians of such children are too poor to pay the full boarding charges. The amount of this grant shall not exceed Rs. 6 a month on account of each such boarder.

Note.—No grant shall be made under this Article on account of scholars reading beyond Standard VII.

10. Special grants, to be determined by the Local Government, may, on the recommendation of the Inspector, be made—

(*a*) to schools in places where there is a small or poor European population;

(*b*) to schools newly established or newly brought under the Code;

(*c*) to schools for the education of the poor, to provide materials for and instruction in drill, gymnastics and athletics, drawing, object-lessons leading up to elementary physics, household duties (in girls' schools only), and in such other subjects, including short-hand and type-writing, modelling in clay, carpentry, and smith's work, as the Local Government may for this purpose approve, and for the apparatus required for instruction in these subjects; provided that additional expenditure is incurred on account of such instruction, and that the ordinary grant is considered insufficient;

(*d*) to Orphanages and other schools in which free scholars are admitted, (1) by way of compensation for any reduction of their grants under the operation of Article 38; and (2) on account of fees for the admission of poor scholars to the examinations specified in Chapter VIII;

(*e*) to Practising Schools attached to Training Colleges, for the payment of their teachers;

(*f*) for Volunteer cadets;

(*g*) for any other reason which the Local Government may consider sufficient.

Note.—These grants shall not be taken into account in making reductions under Section III of this Chapter.

11. In substitution of the grants which may be earned under these rules, grants, either determined by the results of examination, or fixed in amount for a term of years, may be given to schools which for any reason it is thought

undesirable to bring under the preceding Articles. The conditions under which these grants will be given shall be determined by the Local Government.

B.—Night Schools.

1. Grants may be given to Night Schools for boys, provided that the scholars admitted to the school are certified by the managers to be beneficially and necessarily employed during the day.

2. The grants are given under the following conditions :—

(*a*) By a "full school-meeting" is meant a period of not less than one hour of secular instruction;

(*b*) The number of full school-meetings in the year must be not less than 80;

(*c*) A Night School may adopt any graduated course of studies suitable to its requirements, subject to the previous approval of the Inspector.

3. Grants to Night Schools are calculated on the following scale :—
Rupees 18 for each of the first twenty scholars in average attendance;
Rupees 12 for each of the remaining scholars in average attendance.

(*To be continued.*)

READING FROM A TEACHER'S POINT OF VIEW.*

The subject for to-day's paper "Reading from a teacher's point of view" may not seem a happy one; for you may feel that, your life and time being occupied with books, you would like to escape from them for an afternoon and hear and think of some thing else. But, perhaps, it is because you thus wish to escape from books that it may be as well to see if we do not neglect them, when once the day's work is done, and if amongst us a "Reading Revival" is not wanted. It is delightful to hear about travels in new countries, and among new people, but, after the short relaxation and pleasure occupied in the recital, the subject is dropped, or perhaps re-produced in a lesson, but nothing much results, as a rule, from the time so spent. On the other hand, by considering what to read, how to read, and why we should read, we may each arrive at some definite purpose and resolve, which may add to the pleasure of each and every day as it comes, and enrich, not only ourselves, but those with whom we come in contact.

In the *Review of Reviews* for May 1896, in his article on "Wanted a Reading Revival" Mr. Stead writes :—"It is difficult to overestimate the *immensity* of the service which is rendered to any human being

* Paper read by Mrs. R. S. Benson at the Women Teachers' Association, Madras, on 10th July 1897.

whom we can innoculate with a taste for reading" and he adds "if we could but get it into our minds that all that has been most helpful, and most inspiriting, and most energising, and most consoling in our own lives practically does not exist for the majority of our fellow men, we should begin to discern how vast a field of honourable and useful labour lies open before us."

He goes on to discuss the best methods for stirring up a Reading Revival; how to get the people who never read at all to read something and those who read desultorily to read with purpose, and to discriminate in the choice of the books they elect to read.

He suggests that letters should be written to the local papers setting forth the advantages of reading, for the idea of steady reading might be given by that means to men and women who read nothing *but* newspapers, whom no magazine article, or book would ever reach.

He also suggests that clergymen might preach sermons specially directed to the choice of books, and urging the young to take an interest in books, and of discriminating the best literature; that week day meetings might be held calling attention to the subject, devoting each meeting to a separate subject, dealing at one with poetry, and at another with novels, and so on, and after such meetings small printed circulars be left at every house in the town setting forth the advantages of reading, the cheapness with which books can be procured, and the range of choice, etc. He further calls attention to the need of small, cheap circulating Libraries. But among all the agencies for quickening the love of reading he did not refer to the power in the hands of teachers!

Here we have a large well organized body of workers, whose daily task and privilege it is to mould the minds of the young, and give them that guidance and instruction which shall help them to live their lives worthily, who can best give them an appetite for literature, and give them hints as to what books to read, and where to get them, and can show them, by their own illustrations during lessons, how interesting books are, and in them what mines of treasures lie at hand inviting exploration.

For teaching is not only "imparting knowledge" but is also "giving council and admonition," and "exhibiting impressively." This "exhibiting impressively" can only be done by varied and vivid illustration, and how better can you supply varied and vivid illustration than by storing up for yourselves example after example, from this source and that source, culled from your reading with the special purpose of making knowledge more attractive and full and complete, for those whom you are teaching.

In this way we may keep ourselves as sensitive as a magnet to all points that may be helpful in the books we are reading, for those we have to help. *Professor Huxley* in his address to the Manchester Students on "How to work" told them that he always worked by using *slips* when he was reading, jotting down on pieces of paper, any word, or phrase, or thought that struck him, and noting the pages in the book he thought most helpful; that these slips he threw into a basket, and used afterwards to arrange, and paste into a book for future reference.

This scheme does not altogether commend itself to one living in a country where punkahs, gusty winds, and white ants blow about, and devour slips of paper all too swiftly. But the idea is helpful and can be carried out somewhat differently, for instance, a number of one anna or two anna exercise books would be more convenient for general subjects, in addition to a larger Shakespeare note book, a Scott and Thackeray and Dickens note book and so on.

In the Life of *President Garfield* we find that he worked on much the same plan. "What are you doing with that book?" inquired a room-mate of young Garfield, "transcribing it?"

"Not exactly, though I am making it mine as much as possible" James replied. "Taking notes" "I should think that would be slow work." "Not at all the way I do"

"What way are you doing?"

"I note the important topics on which the book treats should I have occasion hereafter."

"I mean to do the same with every book I read and preserve the notes for future use."

"A good plan, if you have the patience. I want to dash through a book at double quick. I couldn't stop for such business" added the schoolmate.

"I spend no more time over a book than you do I think" answered James. "I catch the drifts and appropriate the strong points, and let all the rest slide. But taking notes serves to impress the contents upon my memory. Then hereafter when I speak, or write upon a given topic my notes will direct me to necessary material."

In the "*Memorials of a Quiet Life*" by Augustus Hare, in a letter written to a girl of 17, the following advice is given :—

"I wish you to write down your observations and remarks upon every book you read, of whatever kind it is, in your manuscript book. Put down in it the pages that have particularly pleased or interested you, or those which have given you any new ideas, if you think the subject sufficiently important to be remembered and fully understood, which

a little consideration will soon enable you to judge of; give a short account of the contents of the book, or the contents of any part of it you have particularly liked. Any book that is worth your reading is worth these pains, for your own experience will tell you that you have but a faint recollection of the books you read a year or even half a year ago. At least if you were called upon to give an opinion about them, and point out any parts you liked or disliked—though you might have a general idea of whether the book on the whole pleased you, and of the general nature of its contents, its details will have completely faded from your memory and you would be unable to give any opinion concerning it. What I have been recommending will obviate this; you will have opinions of books in their first clearness and freshness to refer to, besides having them more deeply imprinted on your memory by the very act of writing them down, and thinking about them more than you would otherwise have done. A few books read in this way, will be of more service than an entire Library swallowed whole."

John Stuart Mill, in his autobiography tells us that he made great use of clips, which he used to put in his pocket and bring out and discuss when out walking with his father, or at any odd times. The accumulation of small handy manuscript books, filled with notes and quotations of what has interested and appealed to us most strongly, will be a value able possession, a tonic essence with which we may brace and refresh our minds when they are weary. Leaves at hand too, when the books from which we plucked them, may be out of reach of, perhaps, both hand and purse. On the covering page of such books should be written :—

"Was never good work wrought
Without beginning of good thought."

They are " leaves that keep their greeness."

II. *What to read.*

If, as the Bible says, the "fear of the Lord is the beginning of wisdom" it is not less true that a taste for reading is the key of all knowledge. "Let your reading be varied of its kind, and largely varied * * * * keep your view of men and things extensive"—Dr. Arnold. The *Rev. J. E. C. Welldon*, Head Master of Harrow, in his paper on "The teachers training of himself" says :—"the more you know, the more you think, the better teachers you will be. All knowledge illustrates all other knowledge. Indulge largely and lavishly in reading, you can hardly read too much, read widely. Novel reading I conscientiously recommend. It will take you out of yourselves, and give your minds an edge and elasticity. The peril of reading no novels is much more serious than that of reading too many."

In a novel called "*Janita's Cross*" we read :— "There is nothing great, nothing mean, save as we make it so by our doing of it. All life is given us for one great purpose, the growth of character. It matters little what may be our duties, our pleasures, our cares, so only we grow by them. We live well not by doing lofty things, but by doing little things with a lofty spirit. "Was'nt it funny to find this in a novel" said Janita.

"There is often much wisdom in novels," replied Mis. Alwyne quietly.

Miss Austen in "Northanger Abbey" takes up the gauntlet on behalf of novels.

"The two girls shut themselves up to read novels together. Yes, novels; for I will not adopt that ungenerous and impolitic custom, so common with novel writers, by degrading with their contemptuous censure, the very performances to the number of which they are themselves adding * * * Although our productions have afforded more extensive and unaffected pleasure than those of any other literary corporation in the world, no species of composition has been so much decried." * * * "I am no novel reader; I seldom look into novels; do not imagine that *I* often read novels; it is really very well for a novel." Such is the common cant. "And what are you reading Miss——?" "Oh! it is only a novel" replies the young lady; while she lays down her book with affected indifference, a momentary shame. It is only some work in which the greatest powers of the mind are displayed, in which the most thorough knowledge of human nature, the happiest delineation of its varieties, the liveliest effusions of wit and humour are conveyed to the world in the best chosen language."

In *Mr. Harwood's* lecture on George Eliot's writings given to the Students of the "Presidency College Literary Society" he told them that they would find the key note of George Eliot's writings was character, the development and ennobling of character. She taught that the aim of life was not learning, or success, or riches, or popularity, or happiness, but the achievement and possession of a noble character. That the failure to acquire this priceless possession was not due to heredity, or circumstances, but to want of purpose to the fact that the majority of men and women *drift* from day to day, they let their time drift, their words and thoughts and deeds drift, and did not realize that "we prepare ourselves for sudden action by the reiterated choice of good or evil that gradually determines in character."

One of the most widely read scholars, and most competent critics that the world just now possesses, Lord Acton, has remarked, "There are few works in literature whose influence is so ennobling as George Eliot's."

When novels can give us such teaching as this, and set before the "mind's eye" such a picture of warning and woe us the portraiture of the depths into which the facile pleasure-loving character of Tito led him, and saturate the mind with examples of noble lives, and pleasant words (which the Bible tells us "are as an honey comb, sweet to the soul and health to the bone") and can make us see with fresh eyes the beauties of nature, and the beauties of humanity to which we were blind before, surely it is time to recognize and be grateful for the rich, and for the most part, helpful and wholesome fiction with which in these days we can brighten and widen the horizon of our lives.

How true it is that until we see a subject illustrated in a beautiful picture, or read a vivid description of it in an interesting book, we often fail to observe at all the beauties of that subject.

Browning has expressed this truth for us in these lines:—

"For don't you know we're made so that we love
First when we see them painted things we have passed
Perhaps a hundred times, nor cared to see:
And so they're betterpainted better to us which is the same thing.
Art was given for that
God uses us to help each other so, leading our minds out."

Who has not taken a greater interest in things Indian since reading *Col. Meadows Taylor's* books, and *Flora Annie Steele's* picture tales in "From the five Rivers" and the "Flower of Forgiveness" and "On the face of the Waters?"; or looked at trees, crops, and flowers, with more obsergant and appreciative eyes after reading *Phil. Robinson's* "In my Indian Garden"? or watched with amusement, instead of aversion, the quaint ways of lizards and frogs, and pouchis of all kinds, after having viewed them with *Eha's* awakened sympathies in "A Naturalist on the Prowl," and, "Behind my Bungalow" or looked at the Mahomedan with his goats, and the dhobies with their donkeys, the gypsies' bullocks, and all animals, in their joys and sufferings with wider knowledge and interest after reading *Lockwood Kipling's* "Beast and Man in India" and his son's "Jungle Books."

A former President of this Society, Mrs. Grigg, has writen:—"It is an education to the eye to live in a country so picturesque as are many parts of India. Even in its most arid districts there is rich colouring to be seen wherever a group of people are gathered together. In more favoured places there is rich tropical vegetation, noble stretches of water and of plain, broad rivers, and mountain ranges, snow-capped or richly wooded to their base, and over all gorgeous skies such as only the tropics can show. Nature makes up for the want of picture

galleries. Graceful figures and picturesque bits of landscape meet us wherever we turn our eyes."

Here then, is, at any rate, one field of literature, which we should cultivate. Let us read books on India, about its history, its peoples, its scenery, its flowers and animals, its arts and customs, and the lives of those who have given the best years of their lives to develope its resources, bring peace within its borders, and knowledge, and health, and wisdom to its inhabitants. If we were one and all better acquainted with the facts and features of the country in which we are living there would be less talk of discontent with life in India; life would be so full, rich and busy we could not but enjoy the years as they pass, and attach less importance to the minor physical discomforts of life in the tropics. But in advising the reading of novels is there not a danger that the reader may be occupied and absorbed in love stories? Yes, there is this danger. *Ruskin* has given us a word of warning and advice on the subject. He writes :—"The best romance becomes dangerous if, by its excitement, it renders the ordinary course of life uninteresting, and increases the morbid thirst for useless acquaintance with scenes in which we shall never be called upon to act." And he adds. "Whether novels, or poetry, or history be read, they should be chosen for their possession of good."

If when reading a love story the reader gains a higher glimpse of what true love is, and may be, and of the blessedness of the companionship of true wedded life, and it shows her that marriage is "not by any means to be enterprized nor taken in hand unadvisedly, lightly, or wantonly, but reverently, discreetly, advisedly, soberly and in the fear of God", then that novel, or that romance is teaching her one of the best of lessons.

If, as *Dean Farrar* says, "poets are the wisest as they are the most delightful of moral instructors", none teach us as they do "the great in conduct and the pure in thought" then read about the love story and wedded life of Robert and Elizabeth Browning, and make *it* the touchstone of the worth and nobility of other love stories. "A holy lesson," as Dean Farrar calls it, "for wedded lives, furnished by a wedding which so moved the heart of the poet to thankfulness, that when he visited the church in which he had been married, many years afterwards, he kissed the very stones on which he had stood with the bride whose delicate life he sheltered for so many simple yet supremely happy years."

In the teaching of History the extent and variety of the teacher's reading is most apparent, and can best enable her to fulfil that function of teaching described as the art of "exhibiting impressively."

Miss Arnold in her paper on the "Teaching of History" read in 1892, has told you that the best way of teaching history is by means of biographies, that "rightly taught history develops the imagination by leading the child to construct mental images of things not within her experience. * * * Taking the story of man as our theme, and having as our aim the education and drawing forth of all the powers of the mind we shall proceed with history directly by means of biographies."

These will clothe the dry bones of lists of facts and dates with flesh and blood.

When I was a child I remember learning in a text book "Battle of Hastings 1066, between English and Normans. Normans victorious." What is there in that bald statement to arrest a child's attention, and fix her memory? Fortunately I possessed a dear book (alas! it is now out of print) called "Lays and Ballads of English History", and there I learned this little description of the night before the battle:—

"How did the Saxons pass that night?
In wassail and revelry,
Reckless they drank, till the pure moon sank
And the sun rose o'er the sea.
How did the Normans pass that night?
In fasting and in prayer;
They kneel'd on the sod, they cried to their God,
And their solemn hymns filled the air."

and the dry bones lived for me!

Later on I learned "Battle of Agincourt 1415" This time *Shakespere* came to my help, you know his description of the night before Agincourt?

"The condemned English
Like sacrifices by their watchful fire
Sit patiently, and inly ruminate
The morning's danger, and their gesture sad
Investing lank, lean cheeks, and war worn coats
Presenting them unto the gazing moon
So many horrid ghosts."

again the dry bones lived.

It is necessary for the student to study facts as recorded in history, and text books are as necessary for the student of history to study as are scales and exercises for the musician. No musician begins by playing Handel or Beethoven No artist ought to begin by original painting, or even by copying the best masters. Stern, hard, technical work must be grappled with first. Surely the same rule holds good in literature! Books of History accompanied by text books should be duly studied,

then comes the life of the soul in our Dramas and fine historical novels, the dry bones are clothed in flesh and blood, the characters rise up before us as living, breathing, thinking, rejoicing, suffering, sinning and heaven-ward striving human beings. As

"Creatures breathing thoughtful breath
As travellers between life and death."

It is then that we first see them and grasp their personality. History has been richly illustrated in English drama and fiction.

In the legendary period of English history Shakespeare has written the plays of "King Lear" and "Cymbeline." Kingsley has treated of Saxon times in his "Hereward the Wake"; and Bulwer Lytton in his "Harold." Sir Walter Scott has lit up the reign of "Richard I" with his "Ivanhoe" and the times of the Crusades with the "Talisman."

Shakespeare has dramatised the reigns of "King John" "Richard II." "Henry V." "Henry VI." "Richard III." "Henry VIII." Canon Doyle has given us a picture of the times of the "Black Prince" in the "White Company" and Bulwer Lytton of the close of the feudal system in his "Last of the Barons".

Sir Walter Scott shows us the days of good Queen Bess in "Kenilworth"; of James I. in "The Fortunes of Nigel". The Plague of London and the Great Fire is vividly brought before us in Miss Misford's charming tale "Cherry and Violet".

For young people Mr. Henty has enlivened history all over the world from Hannibal crossing the Alps in "The Young Carthaginian" to "Wolfe in Canada," "Clive in India," Sir Harry Prendergast in Burma ("on the Irrawaddy") Lord Roberts in Kandahar; and the "British rush for Khartoum", etc. These fictions and dramas should be read side by side with the period of history to which they relate.

In this connection it may be well to suggest that these books should be on the shelves of the Library of the Association. Ordinary works of fiction can be obtained from other sources in Madras, but the books in the Library of the Association should be such as to help teachers in their work, and if the scope of the Library is thus concentrated there is a better chance of its becoming really useful and efficient.

III. *Why we should read.*

Finally, *Ruskin* tells us that "the first use of education is to enable us to consult with the wisest and the greatest men on all points of earnest difficulty. That to use books rightly is to go to them for help; to appeal to them, when our own knowledge and power of thought fail: to be led by them into wide sight,—purer conception,—than our own, and

receive from them the united sentence of the judges and councils of all time, against our solitary and unstable opinion."

Those who have the greatest influence with the young are those who are bright and cheerful, and, who full of energy and sympathy, look on the bright side of things. But it is not easy to maintain an optimistic spirit, specially in India, and with regard to education, which is bringing about a state of transition, and changes, which must, *for a time*, involve suffering and failure and searchings of heart; where female education among natives is being keenly watched and criticised, and by the elder generation, for the most part, ridiculed and defamed by the present generation, for the most part, regarded with coldness and suspicion, and even by many of the rising generation decried, and denounced as dangerous.

"Pioneers for the good of their country must ever bear the brambles and burden of the way, but when the wisdom and foresight with which they have laboured to do what they considered just and right is *proved* (perhaps when they are no longer on earth) the survivors will reap the benefit" (so wrote *Lady Canning* 40 years ago).

Can we in this "earnest difficulty" by consulting the wisest and greatest in their books, gain the spirit of optimism? Every really great poet is an optimist. He more than any other believes and knows that "good is the final goal of ill" for as *Browning* says:—

"God's in His Heaven
All's right with the world."

The teaching of their poetry is ever upwards, their tendency is of faith and final bliss. *Dante* was an exile driven forth from his beloved city of Florence. He died alone at Ravenna. But he leads us through the "Inferno" and "Purgatorio" to "Paradise." *Milton* in his blindness, leads us from "Paradise Lost" to "Paradise Regained." *Spencer* is driven forth in loneliness and poverty; his castle of Kiboleman in Ireland burnt, his infant child destroyed in the flames, dying in London heart-broken, and for lack of bread, yet wrote in his last unfinished poem of the time when all shall rest

Eternally with Him "who is the God of Sabbath hight.
On! that great Sabbath! God grant me that Sabbath's sight."

Tennyson realized that we despair because we look for "quick results, because we are apt to view these latter days as the crown of the ages," but he rings out the comforting truth that'tis.

Dawn not day!

"Is it shame, so few should have climbed from the dens in the
level below

Then, with a heart, and a soul, no slaves to a four footed will?
But if twenty million of summers are stored in the sunlight still.
We are far from the noon of man, there is time for the race to grow.

And in another poem he writes :—

"Man as yet is being made, and ere the crowning
Age of ages.
Shall not æon after æon pass and "touch him into shape."
We need these "Prophet eyes to catch the glory
Slowly gaining on the shade."

Longfellow's last lines were :—

Out of the shadow of night
The world moves into light
It is day break every where!"

As one of the great uses of books is to appeal to them for help in points of earnest difficulty, for wider knowledge and deeper thought, so also we can turn to them for companionship and friendship in lonely hours, in lonely stations; for culture, and for stimulus to rise above the petty trivialities, cares and gossip of daily life. It is not uncommon to hear it said :—"One misses so much by living in India, it is impossible not to become rusty, to give up first one thing and then another, and, in fact, to deteriorate." It is indeed true that there are some things India cannot supply, such as beautiful concerts, superior acting, picture galleries and grand old cathedrals; but it is quite untrue that any one need grow rusty, and lazy, or necessarily deteriorate in India, in these days when we are really better off for books than many people at home. We can read the newest books in cheaper editions (thanks to Hememian, Macmillan and other publishers) sooner than the majority of people at home, and owing to the long hot hours of the Indian day when the holidays come, have more leisure in which to enjoy them. "It is chiefly through books that we enjoy intercourse with superior minds. In the best books great men talk to us, give us their most precious thoughts and pour their souls into ours. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the best and greatest of our race."

But we should be as careful of the books we read, as of the company we keep, for our habits and character will be as much influenced by the former as by the latter. Do not forget the remarks of Cassius on the noble Brutus;—"Well Brutus thou art noble; yet I see thy honorable metal may be wrought.

From that it is disposed. Therefore it is meet
That noble minds keep ever with their likes,
For who so firm that cannot be seduced?"

Fortunately in English there are very few books which are unfit to read, and that is one great argument for teaching Indian Women to read English; that they will then have an infinite command of pure, and noble literature. In their own language this is not the case, a number of their stories, I am told, are not fit for pure minded girls and women to look at, and the dissemination of such literature must do great harm.

Teachers might point this out to their native pupils.

Wordsworth and Tennyson both taught that books were the best for the sins of slander, spite and gossip :—

Wordsworth wrote :—

" Books we know are a
Substantial world, both pure and good.
Round these, with tendrils strong as flesh and blood
Our pastime and our happiness will grow.
Here do I find a never failing store
Of personal themes, and such as I love best
* * * * for thus I live remote
From evil speaking ; rancour, never sought
Comes to me not ; malignant truth or lie.
Hence have I genial seasons, hence have I
Smooth passions, smooth discourse, and joyous thought."

Tennyson wrote :—

" Work out your freedom girls,
Knowledge is now no more a fountain sealed ;
Drink deep until the habits of the slave,
The sins of emptiness, gossip, spite,
And slander die. "

So I will conclude as I began, with the verse from an old English song

" Oh for a booke in a shadie nooke
Eyther in-doore or out ;
With the green leaves whispering overhead,
Or the street cries all about
Where I may reade, all at my ease
Both of the newe and old.
For a jollie good booke whereon to looke
Is better to me than golde.

RETROSPECTIVE HISTORY.*

It is perhaps better to say at once that this paper is not original in its conception, but is suggested by a very interesting article, in last September's *Contemporary Review*, by Sir R. K. Wilson. If I pose rather as an adverse critic of the article it is not because I do not fully acknowledge its interest and value. But though, with some doubts and hesitation, I am forced upon the whole to disagree with some of its main suggestions, my conclusions are perhaps not very different from those of Sir R. K. Wilson. At first sight it would certainly appear that those who have to tell a coherent story, and to explain its meaning, should begin at the beginning and go on to the end. I have known people who adopt a different plan—they usually belong to the female sex, the less educated classes, or less ripe ages—who start in the middle. They undoubtedly excite curiosity, but they fail to produce understanding, until they have been brought back to a point considerably earlier than that at which they started. Some novelists use the same means of arresting attention, and then generally give us an introductory chapter or two later on, out of place.

Were it not for certain practical difficulties I should say that, without doubt, the natural order of events is the true order for their presentment. The first difficulty is that life is short and that school time is shorter. The methods, therefore, of the ancient chronicler, in beginning at the beginning, are open to serious objection. He, good man, with ample leisure and the great advantage of not knowing too much, would generally begin religiously at the beginning. "The beginning of the world comes first. Then, clothed in the form of light, God created the Angels," &c. (Ethelweard, tenth century). Or, "From Adam to the Flood were 2,042 years. From the Flood to Abraham were 942 years." (Nennius, ninth century). Herodotus begins the struggle of the Greeks and Persians with the abduction of the mythical Io by the Phœnicians, as the first recorded event in the hostility of West and East. Ranke follows the ancient custom, for after exhausting the history of the seventeenth century, he began a Universal History, to lead up to it. Historians of English affairs had a particular advantage, which relieved them sometimes of the task of recording a few thousand years, and they started with the earliest record of the island of Britain.

* Paper read by H. E. Maldon, Esq., M.A., at the College of Preceptors, 19th May 1897.

And this practice of Baeda, Henry of Huntingdon, and Florence of Worcester, is commonly followed by school histories of England.

But, as I said, the practical disadvantage is that time fails. An increase of knowledge makes every age more full of certain events; the scope of history widens, and includes institutions, religion, and literature; and the pressure of all studies increases in the same way. School life is cut short by the necessities of gaining a living, and those who begin at the beginning of a story, well told, are lucky if they complete the first volume. Few get beyond the middle of the second, and a scanty band are able to close the third with the proud consciousness of having read it all from beginning to end. They leave the latter part, most pregnant with lessons for their own time, most interesting from its connexion with themselves, most rich in detail and minute fact, most free from real ambiguity. For we may remind ourselves that we are dealing with comparatively elementary study. Sir R. K. Wilson seems to contemplate the case of elementary schools (page 395)—"suitable for elementary teaching." We are not dealing with the education of candidates for the Cambridge Historical Tripos or the Oxford School of History.

Modes of Learning History.

It has occurred to many people that we are working commonly in history in the wrong direction. A child on the 22nd of June will see the Queen and Ministers. A child sees a policeman in active operation. Here are evident facts. It is suggested that we ought to work back thence, and, starting from Policeman X, gradually establish how he came to be, what he does, who directs him, what law he administers, who made the law, and how, how they get the power to make the law, for operation where, how there came to be the limits within which one law can act, who made previous laws, for use in what district— and so on, gradually going back step by step, till if the child stays at school long enough, he can be landed with Julius Cæsar in the midst of a Britain which knew few laws, and where the policeman's blue uniform was replaced by the tasteful decorations in art colours upon the skins of the inhabitants.

I merely mention, in passing, one objection, that any plan of this kind makes younger children deal with the most difficult and the most important part of history first, and, as their general capacity for understanding history increases, takes them further away into more doubtful and less important periods. At the very time when they may begin to have a glimmer of interest in the foreign news in the papers, and in the political talk of their elders, they will be dealing with the Norman

Conquest, and, such is the infirmity of the human mind, may have forgotten the first freshness of their impression about the Prime Minister and the County Council.

Apart from this, I confess that I should be puzzled if I had to construct a history on this plan. Any attempt at it seems to me to result in taking what may be called a historical text, the Crown, the law, the empire, or what not, and then giving an account of its rise and progress in very much the ordinary way, from beginning to end.

The idea that we ought to work backwards seems partly founded upon a false analogy between history and natural sciences. In the latter, we may observe and collate phenomena, and then, by aid of experiment, reason back to the causes which produce them. I do not deny that you may conduct historical exercises in this way. A teacher may point out that all Oriental monarchies seem to have certain features in common, and may exercise the ingenuity of his pupils in accounting for the similarity. But that is not the way in which the fact that the common features are produced was discovered. It is all on record already. Where no records exist, where an ancient race has left remains behind it, like those of Central America or of cave men in Europe, with no writing, a careful examination of the existing remains may reveal something of the social state of the race which has left them. But this is not history. It is archæological investigation, a useful handmaid to history, but a handmaid who in such cases can only work doubtfully and imperfectly, from lack of complete historical records.

But the article which suggested our paper does not propose, I take it, a retrospective study of history in the most literal sense, a trying back from the policeman, to the Minister who created the policeman, and to the machinery which created the Minister. I had better take Sir R. K. Wilson's actual words, that you may see exactly how far I agree with, and how far I venture to differ from him.

There are two crucial passages, which I will call A and B.

A.—From the point of view here indicated, a course of instruction on present political phenomena is an absolutely indispensable preliminary to any line of historical study whatever. And, on the principle of proceeding gradually from the known to the unknown, some such arrangement as the following seems to suggest itself :—

Preliminary Course.

1. Local Government of London (or of the county in which the class is held).

2. The central Government of the United Kingdom ; what goes on in the different offices about Whitehall ; who is at the head of each ; how they

ramify through the country; and how they are connected with each other through the Cabinet and the Sovereign.

3. Responsibility of the central Government as a whole to Parliament, and ultimately to the electors. Constitution and working of Parliament.

4. Pecularities of Scotch and Irish Government.

5. Relation of the British Government to the colonies and India.

6. The army and navy, and what they are wanted for. Foreign relations; the civilized and the uncivilized, the great and the small, Powers with which we have to deal. . . .

B.—My contention is not that each particular story should be told backwards, but that distinct periods, or masses of events, have prior claims on our attention according to their proximity to the present time, and that in attacking each new period the first object of inquiry should be, what light it throws on the later events which we have previously studied.

Now A. is extremely useful, but it is very difficult and it is not history. I am sorry to say that I differ *toto cœlo* from the idea that such a study is an absolutely indispensable preliminary to any line of political historic study whatever. I object to beginning with the most complicated of all political systems. The mere fact that it is the system under which children live does not make it a whit easier for them to understand. They can understand a despot—they know him at home sometimes—and they can understand a law, because they know it at school. But a sovereign who reigns but does not govern, a Cabinet which governs but can issue no valid order whatever as a Cabinet, two parties in the House of Commons which are equally patriotic, but each of which is perpetually checking the action of the other, two Houses of Parliament with equal powers, but one of which must give way to the other—these are things extremely hard to be explained to the young. For myself, when trying to write a book which should be useful to rather older people than Mr. Arnold Forster's book on the subject, I found it impossible to explain these things at all without a brief survey of the history of the constitution. Whether we start with the state of England now or with the state of Britain under Cassivelaunus, an elaborate description will be necessary to make either clear to children, who are as profoundly ignorant really of the one as of the other, and I confess that the more simple state of society seems to me much the easier for them to understand.

But, difficult or easy, I submit that a survey of the existing constitution is not history. It is not a study of how and why events happen. It is not history exactly, any more than geography is geology. The one is a description of things as they are, the other the story of how they came thus to be. The one is, as it were, static, the other dynamic. His-

tory gives some sort of guidance as to future possibilities of development; a review of the existing state gives none.

History is the study of mankind at large, in varying conditions and subject to different accidents. Its ends are a knowledge of political man, which is not best attained by regarding him in one political state only, and a sympathy, born of understanding, with men in different circumstances from our own. I certainly would not exclude attention to parliamentary debates, nor intercourse with a different class from our own, nor foreign travel intelligently conducted, nor first-rate fiction really illustrating human character, from the place of parts of historical study: we may know men all the better through these. But I do deliberately say that a study of Herodotus and Thucydides is more conducive to the historical frame of mind, which is as important for the study of history, as an ear for harmony is for the study of music, than a study of the machinery of the House of Commons is.

THE VALUE OF ANCIENT HISTORY.

Ancient history, indeed, I look upon as peculiarly valuable as a vehicle for the acquisition of general historic knowledge. It sharpens the historic sense by inducing an understanding and sympathy with people very different from ourselves, and by the fact that it can be and is largely studied, by those who do study it, through the means of the original authorities. Classical scholars have often a correct historical judgment, I believe for this reason, and the leading names of the present and late Cambridge school of history, our Thirlwalls, Lightfoots, Seeleys, Protheros, and many lesser, are names which appeared first high in classical honours. To pursue this subject a little further, I demur to the statement that classical sympathies played a mischievous part in the Greek War of Independence. No doubt Canning was a classical scholar, and knew as little as most other people about the history of the Servians or Roumanians. But local and particular causes drove the Greeks and Sclaves and Albanians who live in Greece into revolt against the Turks. Our occupation of the Ionian islands, and the fact that Sir Richard Church had commanded a Greek Legion during the Napoleonic War, brought Englishmen into connexion with the movement, and the maritime position of Greece gave us a possibility of interference which we had not in Servia or Roumania.

But again I digress from the main point. Any periods of history, skilfully treated, may be made conducive to the growth of the historical judgment and sympathy.

To come to the second passage which I quoted, which I call B.

This is history. It is a review of events, causes, and effects, not a description of the *status quo.* I only venture to quarrel with this because I believe that the plan would not work. Sir R. K. Wilson gives us as an example an admirable review of the Eastern Question, taken in slices from the bottom upwards, as we cut a pine-apple. It is admirable for those who understand something about it beforehand, but I must remind you again that we, and the article, are dealing with elementary instruction. No doubt elementary must be taken in a fairly wide sense here, for no one would, I think, put even Standard VI through the history of the Eastern Question as a course of lessons. But with ordinarily uninstructed minds I anticipate difficulties. We are called upon to consider the state of the Turkish Empire and its Christian subjects in the middle of the sixteenth century. The Eastern Christians, we are told, submit to the Turks because they prefer their rule to that of the Pope and the Inquisition. Must there not at once be an explanation of the position of the Pope, the existence of the Inquisition, and of the reasons why Greek Christians were obnoxious to either? That is, we must go back, and start downwards with explanations beginning with the eleventh, thirteenth, and eighth centuries, respectively, before we can make all this clear.

In the next slice we find introduced the last Greek Emperor, as I hope we do not commonly call him, or the Roman Emperor, as he was. Must there not again be a story coming downwards from Constantine the Great, if not from Diocletian, explaining how a Roman Emperor found himself there at all? Or again, in the next, there is reference to the fourth crusade. Will that be really intelligible without going back to Urban II., and Peter the Hermit, and explaining, again downwards, what crusades were, and how they changed their character? I am very much afraid that the comparatively elementary learner would be in a sad fog before it was all done, and would have lost the sense of consecutiveness, and all idea of the order of leading events, without which a sense of consecutiveness is hopeless.

It is with great pleasure that I turn to a side of the subject where I can heartly agree with Sir R. K. Wilson. Ancient history may have its peculiar value for those who are able to pursue historical and other studies to some considerable length: any period of history may be turned to good account for the encouragement of the historic faculty; but there is no doubt that in the case of those whose knowledge of history must be partial and fragmentary, the later periods are those of most importance, and are not to be left to chance. In Great Britain, the period since the national will, speaking through an organized Parlia-

mentary mouthpiece, attained a decided preponderance in politics, that is, since 1688; in Europe the period since religious wars gave way definitely to a struggle to maintain the balance of power, that is, since 1659; in the world the period since the control of colonies and of maritime power became a foremost object with European States, that is, since 1733, the date of the Family Compact: these periods are of most living importance as introductory to modern politics, and are sufficiently wide and varied to afford a complete training in historical sympathy and judgment.

I think that Sir R. K. Wilson and I are really at one about the main purpose of his article. Would it be incorrect to describe it, not as a suggestion that history should be taught in a way in which no sane author would write a story, but as a powerful plea for the importance of later history to those whose historical studies are perforce limited? I would try to attain the common end somewhat differently. There are cases for which it is impossible to provide in schools. The child who is going to obtain a labour certificate after passing the fourth standard must remain imperfectly taught in history as in everything else. These, and some others, are cases where, if a child can read and write fairly well, it is all that we can hope for. Because some children are very stupid, or irregular in attendance, or withdrawn from school much too early, or try to learn too many subjects in a short time, there is no reason why all should be confused by hearing stories told after the fashion of the White Queen in "Through the Looking-Glass," who began to scream because her finger was going to be pricked presently. Some device is wanted by which the average schoolboy may be able to leave school with some knowledge of English history beyond the Tudors.

I would endeavour to provide for this, not by sacrificing the earlier steps in national development altogether, but by reducing them to their proper proportions, and by selecting the really important and lasting movements. The earliest lessons must be devoted to interesting children in the past, and to making them believe that the past really existed.

HISTORICAL STORIES ARE POTENT

to this end, and the stories may be advantageously linked to places which the children can see, such as the Tower of London, or Westminster Abbey, or Runnymede, or St. Albans. I would then have the teacher remember that English history has a beginning, without going back to the protozoa or to cave men, or even to Julius Cæsar, in the first advent of the Enlish race to the shores of Britain. Further, the teacher should consider that the story there beginning has two main aspects wherein it differs from

the stories of other nations, and that those two aspects are still prominent now. One is the continuation and development of certain forms of constitutional life, the other is the gradual expansion of the English race with their Scandinavian conquerors and kinsmen, into wider and wider limits, first in Europe, and secondly in the world. The constitution and the expansion of the race are two features which I should recommend the teacher to keep in sight in the comparatively brief attention which he would give to the earlier centuries of our history. Much will go overboard which fills a large space in ordinary teaching and elementary histories—to be learnt later by those who can afford the necessary time. The Civil Wars of Stephen's reign, Thomas a Becket, Richard's crusade, will disappear. The details of the great French wars will disappear, though they may be referred to as an occasion for the growth of Parliamentary power and for an example of the presence of a redundant population not tied to the soil, who furnished armies then, as they have furnished colonists and a manufacturing population since. The details of the Wars of the Roses may go. A brief reference to disorder leading to an eclipse of the constitution will be enough. Most of the Reformation may be delegated to social and ecclesiastical history, to be studied elsewhere if there is time.

About the end of Elizabeth's reign the treatment must become rather more full. The Civil Wars, the Commonwealth, and the Restoration will require more detailed treatment, and a survey of the state of things after 1688 will lead on to the ordinary comprehensive treatment of history since then. Still, however, with exceptions. Marlborough's battles, the South Sea Bubble, the Jacobite romance of the '45, the New Style, Wilkes and Liberty, the Gordon Riots, are all profoundly unimportant, when time is an object, compared with the acquisition of America for the English race, the loss of the United States, Trafalgar and all that it implies, the failure of the Tories to govern after the war, the Reform Bill, the new Poor Law, Sir Robert Peel's administration, and the new developments of foreign affairs from the Crimean war onwards. The last period should be continued well on into recent days, and a review of the present state of the constitution and of the distribution of the race about the world, a commentary upon *Whitaker's Almanack*, might end the course of teaching.

In the case of elementary schools, perhaps the lower standards, besides being interested by stories, might be drilled in the order and dates of reigns, so as to give them a framework whereby to keep their ideas clear as to the sequence of events. The fourth standard could be in a year sufficiently taught the necessary outlines of the two great

interests down to 1688. The fifth and sixth standards should deal with the last and present centuries, the seventh with the current political conditions at home and abroad. In other schools, not strictly elementary, the work of classes might be arranged in the same way. The earlier *résumé* should, I think, mention the following points :—The local self-government of the Anglo-Saxons and their want of a well organized national government; the consequent Danish conquests, infusing a new element of energy and spreading the race in the British isles beyond England. The Norman conquest, welding England together with a strong central government for the first time. The reform of the Government by Henry II., and the assertion of rights on behalf of the nation by the barons. The organization of Parliament by Edward I., the growth of parliamentary power owing to the French wars, the decline of parliamentary power owing to the turbulence and vices of the people who sat in Parliament, and the almost despotic monarchy succeeding. The vindication of national freedom of action under that monarchy; the conquest of Ireland; and the beginnings of adventure and discovery in America, and of trade with India. The failure of the Stuarts to satisfy national ideas, and the consequent breakdown of monarchical power. The various experiments of 1649, 1653, 1660, in government, and the final compromise of 1688. The further colonization and maritime and colonial wars with the Spaniards and Dutch during this period.

Thenceforward the treatment should become more and more full as the time approaches the present, and as the capacity of the children increases. The foundation may appear a slight one, but I am convinced that it is a foundation, not itself resting on the air, but based upon a brief account of the leading characteristics of our ancestors, and capable of making the subsequent developments intelligible, in the hands of a competent teacher.

One difficulty remains, the examinations. My lords must modify the code, and examining bodies must be prepared to examine in the later history especially, or all arguments in favour of teaching it will be in vain.

Let the College of Preceptors begin. In place of the three orthodox "periods," chosen out of the usual four, 1066 to 1485, 1485 to 1603, 1603 to 1688, 1688 to 1815, let them set a choice of six questions, three only before 1688, for all candidates, and further questions on one of two periods, either 1688 to 1815 or 1815 to 1885. I am afraid that on the first occasion a great many candidates will be plucked in the latter.—*The Educational Times (London.)*

REVIEWS OF EDUCATIONAL PERIODICALS.

The June number of the *Educational Review* (London) opens with an article entitled "Women and Cambridge," in which the recent adverse vote on the question of women's degrees is discussed. The crushing majority by which the proposal was rejected makes it unlikely that it will again crop up except after an interval of many years. The writer puts the *pros* and *cons* of the now settled question in a remarkably clear manner. These are too well known in the educational world to require repetition here, even if space could be spared for them. Suffice it to say that the article advocates a women's University as a way out of the difficulty. The Holloway College, it is suggested, might form the nucleus of such an University. The next article is one entitled "The Rev. J. E. C. Welldon, M.A., as an Educationist." A full-page portrait of the Headmaster of Harrow is given. Mr. Welldon's opinions on day-schools and boarding-schools in favour of the latter, his advocacy of not making Greek compulsory at the Universities, and the stress he laid on the teaching of English literature, are dwelt upon. The next six articles are extended reviews of certain books. The reports of Educational Societies, Notes and Topics, Correspondence, and literary intelligence complete the number.

The *Journal of Education* (London) provides in its June number a great amount of reading for those who delight in the progress of education during the last sixty years and in the jubilee month we presume such readers are numerous enough. For their delectation we have "Sixty Years of Primary Education in England and Wales"; "Sixty Years of Secondary Education"; "Sixty Years of University Education," and "Sixty Years of Women's Education." Needless to say the question of women's degrees at Cambridge is discussed. When, we wonder, will people have enough of the *pros* and *cons* of this question! Several minor articles and the usual Notes and Reviews are given.

The *Educational Times* (London) brings out an interesting June number, which contains a good deal of reading. An excellent lecture on "Retrospective History," by Mr. H. E. Malden appears elsewhere in this number. A short notice of the late Lady Aberdare is appreciative and a sketch entitled "Shop" is smartly written.

We are in receipt of the four numbers of the *Journal of Education* (Boston and Chicago) issued during May. As usual they are filled with matter of interest to pupils of, and teachers in, elementary schools. The number for the 6th May contains an article "Punishments as pre-

scribed by children." The votes of a large number of children were taken and the whip won the largest number of votes (60 per cent. with boys and 54 per cent. with girls). "Some Animals of the North" is continued with a second article on the beaver. The history of the Union Jack is given. In the following number there is an excellent article on "A Course of Study for the Rural Schools" and a model lesson on "Queen Victoria." This number contains "Stationery, Pens, Pencils and Ink" as the article by Winship on Commercial and Industrial Geography. The history of these familiar necessaries as regards America is given. The issue, dated 20th May, has articles on "Child Study"; "New York City Teachers"; "Queen Victoria," &c. The number of 27th May is exceedingly interesting and contains articles on "Teachers' Salaries"; "Arithmetic in Chicago Schools" and "Suggestions for Laboratory Lessons on Weather Maps," the two latter being copiously illustrated. It is only possible in this place to notice a few of the many interesting contents of the May numbers, but they as usual contain much reading of a kind, already indicated, *viz.*, :—that adapted to pupils of, and teachers in, elementary schools.

EDUCATIONAL NOTES.

The Rev. J. H. Grose, of Queen's College, Oxford, a brother of the Hon'ble Mr. J. Grose, Member of the Madras Legislative Council, is a candidate for the Registrarship of Oxford University and is supported by men of both parties. He has had considerable experience of University affairs.

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The Secretary of State has ruled that when an Army Schoolmistress, who is married to a discharged soldier, travels at the public expense, free conveyance by land or sea will be granted to her husband, provided he held a rank, on discharge, not below that of a Sergeant.

* * *

In an article entitled "Old Eton and Modern Public Schools", the Edinburgh Review for April thus contrasts Eton of to-day with Eton of fifty years ago.

THE TYRANNY OF ATHLETICS.

The Reviewer deplores the extent to which out door athletics have become a tyranny and a burden. Leisure has almost disappeared from school. Boys are driven to the mill and forced to play games or look on

at them, whether they like it or not. Cannot the masters, he asks, do something to help the boys who like music, sketching, books, and country walks and talks, who ought not to be confounded with mere loafers? The true aim of public school education is not to turn out a few accomplished scholars and cricketers, but to develop the natural capabilities in all and help all to follow the bent of their own character. Liberty, which was the boast of the public schools, is in danger of being superseded by the tyranny of fashion, the fear of breaking the conventional code of behaviour; and the Reviewer lays great stress upon the need for scientific education, and then sums up his own proposals as follows:—

DESIDERATA.

We would submit, in conclusion, that the chief desiderata in our public schools are the following:—A greater uniformity of aims rather than of methods, to be arrived at by organisation, including some responsibility to Government; a better means of corporate action; a combined system of examinations, and a recognition of common subjects in their relative importance; more attention to science, modern languages, and history; left—for the mass of boys—to Greek; a system of promotion which, without neglecting either school results or games, should give weight to age and character; some restriction on the contests between schools, which tend to foster unduly the athletic spirit; an *Abiturienten Examen*, conducted by external examiners; a joint examination for scholarships both at school and for the universities; and, finally, training and registration of teachers.

But the Universities must take the lead in these things. So long as Oxford and Cambridge are allowed to be used by half the undergradutes as an agreeable lounge, in which industrious men are not encouraged more than idlers, and the standard of admittance is set so low that all but the most hopeless dunces are let in, the schools will keep their standard proportionately low.

A PROPOSED GENERAL AUTHORITY.

We think that there is room for a body not consisting of headmasters, which should bring to a focus things of common interest and enjoin and impose upon all what is for the good of all.

Such a central authority as this has been indicated by the Royal Commission on Secondary Education; and a scheme for its organisation, drawn up by Dr. Warre after discussion in the Headmasters' Committee, was accepted almost without amendment by the Headmasters' Conference in 1894. The pricipal provisions of this scheme are to transfer to central authority the functions and powers of the Charity

Commission and the Educational Departments with regard to secondary Education, and to commit to it the inspection (not examination) and registration—an important point—both of schools and teachers, and the allotment of money grants.

The central authority would probably, as the Commission of 1895 proposed, take the form of an Educational Council, appointed by the Crown and the Universities, having on it a sufficient number of persons engaged in teaching (a point insisted on by Mr. A. Sidgwick at the Oxford Conference in 1893), with a permanent Secretary to advise the Minister of Education, as he is advised, with respect to Primary Education by the Education Department. The Council would have powers to see that the local authorities do their duty; but its function, as the Commissioners express it, would be "not to control, but to supervise," to inspect, but not to examine, by no means to take initiative and management out of hands of the teachers, but to guide and supply information, and, "while leaving due freedom of action to the local bodies, to supervise the general interests of the Secondary Education in England as a whole." To this central authority the public schools would be subject, and while keeping a position independent of the other secondry schools they would not remain isolated, and they would be more in touch than at present with each other and with the education of the country at large.

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At a meeting of the Senate of Cambridge University on the 21st ultimo, voting took place on the proposals of the Syndicate for granting the various degress by diploma upon women who shall satisfy the examiners. The recommendations of the Syndicate were embodied in five separate Graces. Different exits had been provided for "placets" and "nonplacets" after voting, which began at one o'clock and closed at three. This was an important innovation, doing away with the secrecy of the voting, and exposing the women's champions to the retaliation of the undergraduates. Voting began on the first Resolution, "That it is desirable that the title of degree of Bachelors of Arts be conferred by diploma upon women satisfying examiners in the final Tripos examination and who have kept nine terms at least." At the opening the voting was strongly against the proposal. Ninety "nonplacets" were recorded before a single "placet" was registered, and these voters were greeted with shouts of "You're old enough to know better!" The undergraduates were cheering themselves hoarse at the prospects of victory. They also exhibited large posters bearing the words 'The Varsity for Men and Men for the Varsity." The centre rooms

at Caius College were adorned with five gaudily-trimmed ladies lists underneath which were the words, "Lecturer's hats. Latest designs." Female figures in cap and brown and white stockings were hung from the window. Also placards headed "What Shakespeare says," and giving the following quotations; "I see she is to have neither cap nor gown" ("The Taming of the Shrew"); "No woman shall come within a mile of my court" ("Love's Labour Lost"), "Firm and irrevocable is my doom which I have passed upon her; she is banished" ("As You Like it"). A large placard hung right across the road bore the inscription, "Cambridge expects every MAN to do his duty." An effigy of a lady clad in bloomers upon a bicycle was suspended opposite the Senate House, causing much laughter. The figure was dressed in blue trousers, pink bodice, large goggles, boating shoes, yellow-and-mauve-striped stockings, and an old college cap. A large sheet suspended over Caius gateway, had for the inscription, "Get you to Girton, Beatrice; get you to Newnham; here's no place for you maids." The gallery of the Senate House was crammed with undergraduates cheering and shouting "You are wrong side!" or "You are right side!" The old Light Blue oarsman, Bishop Selwyn, was loudly cheered by the students. Bishop Westcott also was recognised. Several thousand people filled the streets and fire-works were freely let off, two crackers exploding in the Senate House. The result of the voting was as follows:—Non-Placets, 1,713; Placets, 662; majority against granting degrees to women, 1,051.

The Graces consequently on the first were withdrawn. While the voting was still going on the town was paraded by undergraduates with tickets marked non-placet on their hats. Squibs and crackers were freely used, and the result of the voting was declared in a scene of the wildest excitement, fire-works of all kinds being thrown by the crowd among the voters in the Senate House yard.

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There is an influential movement to create a separate University for women in London. The proposal is strongly supported by numerous educationists.

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Prince Ranjeet Singh has by permission of Her Majesty dedicated his excellent work on cricket to the Queen.

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On the 12th ultimo, the Duchess of York performed the pleasant and interesting ceremony of presenting the Duke of York's Royal Military School with new colours in the presence of a distinguished company, including the richly dressed officers of the Indian Imperial Service Troops and of the Native Regiments.

REVIEWS OF BOOKS.

A SHORT ENGLISH GRAMMAR (Professor Meiklejohn's Series). London: Alfred M. Holden. Price one shilling.

Professor Meiklejohn's English Grammar is too well known in Southern India to need any words of recommendation and the talented author who has been labouring so much for the cause of education has placed the student of English grammar under a heavy debt of obligation by bringing out the seventh edition of his grammar. It has been thoroughly revised and in various places re-written to meet the requirements of the young learner. The one aim of the author "has been to give the beginner *regular habits*—habits of steadiness and accuracy in grammatical thinking." And this the author has striven to achieve both by the simplicity and clearness of his definitions and explanations and by the three hundred and thirty exercises distributed over the various lessons of the book. The exercises, if regularly worked out by the student, will doubtless give him a firm hold of the main principles of English grammar. The teacher too, will find them of much service as they will spare him the trouble of having to invent new exercises himself. The book very wisely steers clear of "difficulties, subtleties, curious idioms, and unusual forms of speech." As usual, the historical notes are short and interesting and the many valuable quotations from standard authors exemplify interesting or instructive points. There are several devices introduced to fix particular points in the mind of the beginner, but for which helps he will stumble. The mapping of sentences for analysis by diagrams that catch the eye and the several schemes of parsing are instances in point. The chapter on Word-building and Word-branching is full of interest and greatly enhances the usefulness of the book. There are, however, some portions capable of modification. Shall and will have been slurred over and need some consideration. The definition of the conjunction as the "verb-joining word" will not be readily accepted by all grammarians, as some hold that conjunctions join words and phrases in sentences other than verbs. But these apart, the book is sure to be of immense use not only to students of Upper Secondary Forms but to those in the F. A. Classes. It is well printed and well bound and has a fascinating appearance.

FABLES, ANECDOTES AND STORIES FOR TEACHING COMPOSITION. *Macmillan and Co.* Price 1*s*.

This is a most handy volume in the class-room for the teacher of

Lower Secondary classes. The tales are fairly graduated. The outline given by Professor Meiklejohn with each lesson would, if put on the black-board after the story has been read aloud, do much for the pupil in a subject so generally neglected or not systematically taught in Indian schools. Other good points in this work are a list of 200 subjects for composition on the same lines, a chapter on letter-writing, and one on the method of teaching composition.

MATTHEW ARNOLD'S POEMS. Selected and edited by G. C. Macaulay. *Macmillan and Co.*

These are arranged under the headings Early, Narrative, Sonnets, Lyric and Elegiac. The Introduction and the Notes will be found most useful; the latter are well thought out, to the point, and far from copious and just what we would like to see in annotations likely to be used by Indian students.

PROFESSOR MEIKLEJOHN'S GEOGRAPHICAL SERIES. *Macmillan and Co.*

The volumes on *Australasia*, *Africa*, and the *British Colonies and Dependencies* are well-arranged.

A good deal of useful information is given in an interesting style which takes away much of the dryness found in class-books on this subject. The ordinary facts required for examinations are in large print. These volumes priced so low as 4*d*., and 6*d*. are the outcome of a good deal of labour. The diaries of travellers and explorers have been largely put under contribution. The opportunities seized by the author in comparing or contrasting one place with another, in going into causes and effects, &c, should do much to make the pupil observe and reason for himself, instead of simply massing together dry facts. There is a chapter on the discoveries in Australasia from 1642 to the present year. We quote two of a good number of statements from these books:—(1) "The United Kingdom is never at any time more 'than about 6 weeks off famine' as half the total imports consists of various foods and drinks." (2) "The healthiness of the climate (of Tasmania) is attested by the fact that *old age* is the most common cause of deaths in the island."

INDIAN NEWS.

BENGAL.

The late Brigade-Surgeon John Berry White has left Rs. 50,000 for the foundation of a Medical School in Assam to be called after his name. The school is intended for students who are natives of the Province or are the children of parents permanently residing in Assam and they are to receive instruction in the principles of medicine and surgery up to the standard laid down for the Bengal Civil Hospital Assistants. The school will be under the control of the Chief Commissioner of Assam who has already chosen Dibrugarh as the suitable place for the establishment of the school.

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Mr. A. Pedler, Principal of the Presidency College, has been appointed substantively to the first class of the Educational Service, *vice* Dr. Martin confirmed in his appointment as Director of Public Instruction Bengal. Mr. F. L. Rowe, Officiating Principal, Presidency College, has been similarly appointed *vice* Mr. A. L. V. Ewbank, retired.

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In commemoration of the Diamond Jubilee, Mr. Cotton has sanctioned sixteen junior scholarships, styled *Jubilee Scholarships*, for the successful students from Assam at the last Entrance Examination, who failed to secure the competition scholarships.

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Mr. Kalicharan Banerjee has been elected by the Senate of the Calcutta University as its representative on the Bengal Legislative Council.

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Two girls, one of whom is the daughter of Professor P. K. Roy, have been admitted to the Presidency College, Calcutta, having passed the last Entrance Examination with brilliant success.

* * *

The Bengal Provincial Conference passed a resolution at its last meeting urging on Government the establishment of public institutions for the imparting of technical education, and also the utilisation of the present primary schools for the purpose of educating the masses in agriculture.

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The fellows of St. Joseph's College, America, have unanimously conferred the honorary degree of Doctor of Philosophy on Mr. Gour Mohun Dey B.A., as a mark of appreciation of the essay on "Mind" he read at the Philosophical conference on the 1st May.

MADRAS.

We congratulate Mr. E. W. Middlemast, M. A., on his confirmation as Principal of the Rajahmundry College, in which post he has been acting for more than one year.

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The third Professorship reserved for Natives of India under the reorganisation scheme of the Educational Department has been conferred on Mr. B. Hanumantha Rau, B. A., who has been confirmed as Professor of Mathematics, Engineering College, in the fourth class of the Provincial Service. The two other native Professors are Mr. S. Sathianadhan, Professor of Philosophy, and M. R. Ry. M. Seshagiri Sastri, Professor of Sanskrit, Presidency College.

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We understand that M. R. Ry. K. Sundararama Aiyar, M. A., has decided not to take up the Professorship of History in the Maharajah's College, Trevandrum.

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The extra allowance attached to the post of Principal, Rajahmundry College, has been given to Mr. T. T. Logan, Inspector of Schools, Western Circle, now acting as Professor of English, Presidency College. Mr. Logan, we believe, was given the allowance being Mr. Middlemast's senior in service.

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On the retirement from service from the 1st instant of M. R. Ry. S. Seshayya, who had been acting as Principal of the Kumbakonam College during the four previous months, M. R. Ry. C. Nagoji Rau, B. A, Inspector of Schools, Southern Circle, has been appointed to act as Principal, during the absence on furlough of Mr. J. H. Stone M. A. M. R. Ry., Nagoji Rau is not new to tutorial work, having been a Professor in the Presidency College and Head-master of the Practising Section at the Teachers' College prior to his going out as Inspector of Schools.

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Mr. T. T. Logan, B.A., Inspector of Schools, Western Circle, has been appointed to act as Professor of English, Presidency College, during the employment of Mr. J. B Bilderbeck, M.A., as Acting Director of Public Instruction.

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The Commissioner for Government Examinations has notified that applications for the ensuing Special Tests which begin on the 18th October 1897, should reach him on or before the 31st July 1897.

The following is the analysis of the results of trained candidates at the written test of the Teachers' Certificate Examination held in April last.

—	No. Appeared.	No. Passed.	Percentage.
Second Grade Collegiate ...	13	7	54
Upper Secondary Grade ...	61	28	46
Lower Secondary Grade ...	189	105	56
Primary Grade ...	297	179	60

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Surgeon-Lieutenant-Colonel H. Allison M.D., officiates as Principal of the Medical College during the absence on privilege leave for one month of Surgeon-Lieutenant-Colonel W.R. Browne.

* * *

Government has approved of the levy of the following fees on such candidates as fail to apply for their certificates within the prescribed time after due notice has been given, and also for duplicate certificates. For the Primary Examination 4 annas; for the Lower Secondary Examination and Technical Examination (Elementary Grade) 8 annas; for the Special Tests, Upper Secondary and Technical Examinations (Intermediate and Advanced Grade), Handwriting and Dictation test for under-graduates 1 rupee.

* * *

The Director of Public Instruction notifies that the grant of untrained teachers' certificates to trained men on the ground of their having secured the lower minimum fixed for untrained men having been discontinued under the new Educational Rules, no trained candidate who has already passed the written test as untrained will, in future, be permitted to appear for the practical test as untrained to qualify for an untrained teachers' certificate. All such candidates should appear for the written test again as trained teachers and qualify for trained teachers' certificates.

* * *

The Hon'ble Dr. Duncan, who moved in the Senate that a representative committee be appointed to deal fully with the question of the relations of the affiliated colleges to the University, has circulated the following memorandum to the members of the committee and to the heads of all affiliated colleges.

With reference to the resolution of the Senate passed at a meeting held on the 19th March "that a representative Committee of the Senate be appointed to deal fully with the question of the relations of the affiliated colleges to the University and submit a report to the Senate," it is proposed to take as a basis of discussion the Rules of Affiliation (By-laws 283—294 in the University Calendar) and the conditions of Recognition laid down in the Madras Educational Rules, Chapter II. It is of the utmost importance that the Committee should have before it the views of the Heads of all affiliated colleges. This rough memorandum is accordingly circulated not only to the members of the committee, but also to the Heads of all affiliated colleges, and the latter are requested to be good enough to forward their opinions by the 15th September, soon after which date the Committee will assemble to consider the question and draw up a report to the Senate.

2. The following are some of the more important points that will have to be considered. Many of these are touched on by the Rules of Affiliation, but in most cases only the bare heads are given, with nothing to show what the requirements are.

(1) In what faculties colleges are affiliated (By-law 283). The Faculty with which Training Colleges are connected has never been determined.

(2) Authority in whom the power of affiliating is vested (By-law 284 first sentence).

(3) Application for Affiliation (By-laws 285, 286).

(4) Conditions of Affiliation—

(*a*) Each college must have a responsible manager (see Grant-in-aid Code. Chapter II., Articles 1 and 2).

(*b*) Financial condition [By-law 287 (3)].

(*c*) Staff [By-law 287 (*d*); Madras Educational Rules, Chapter II, Articles 2, 3, 4, 5, 6].

(*d*) Accommodation and Sanitary arrangements [By-law 287 (*a*); Madras Educational Rules, Chapter II., Articles 7, 8, 9, 10, 11, 12 13, 14].

(*e*) Furniture and appliances [By-law 287 (*b*) and (*c*); Madras Educational Rules, Chapter II., Article 15].

(*f*) Library (Madras Educational Rules, Chapter II., Article 16).

(*g*) Academic costume to be worn by staff (Madras Educational Rules, Chapter III., Article 2).

(*h*) Inter-college rules (Madras Educational Rules, Chapter II., Articles 17—30).

(i) Discipline (Madras Educational Rules, Chapter II., Article 31). This will embrace the arrangements made for the supervision of students out of college hours—including the question of boarding houses and hostels.

(j) Registers (Madras Educational Rules, Chapter II., Article 32).

(k) College terms [By-law 287 (2)].

(l) Keeping of terms [By-laws 131, 133, 143, 152 (c) and (d), 173, 180, 255, 262, 273 and the corresponding By-laws recently sanctioned for the L. M. and S. and the M. B. and C. M. Examinations]. Here will have to be considered such matters as :—how many terms must be kept before a student can appear for examination ; whether students who fail shall be required to keep terms again before re-appearing for examination (see G. O., No. 37 Educational, dated 19th January 1897). The present regulations are far from being uniform.

(m) Term certificates, the conditions under which they may be given or refused (By-law 289).

(n) Right of appeal in case of term certificates being refused (By-law 290).

(o) Form of term certificates (By-laws 291, 292, 293, 294). There seems to be no form for attendance at a training college.

(5) Power of Syndicate to refuse to affiliate (By-law 284 last sentence and 287 last sentence).

(6) The inspection of affiliated colleges. At present the University makes no provision for inspection.

(7) Continuance, withdrawal and renewal of affiliation (By-law 288, Madras Educational Rules, Chapter II., Articles 33, 34, 35).

(8) Representation of affiliated Colleges on the Senate.

(9) Representation of affiliated colleges on the Boards of Studies and the Boards of Examiners.

(10) Financial relations of affiliated colleges to the University. Should each college pay an annual contribution to the University, and if so how much, on what conditions, and for what purposes ?

3. The above notes are not intended to be an exhaustive or orderly enumeration of all the points which can come up for discussion. They are mere suggestions to be accepted, or rejected, or modified, or added to by the Committee.

To Heads of Colleges many other matters will doubtless suggest [th]emselves, and it will greatly facilitate the work of the Committee if [those] who are intimately acquainted with the working of colleges will [give th]e Committee the full benefit of their experience.

During the past official year, the Government Oriental Manuscript Library was visited by 1676 persons, of whom 780 came for the purpose of consultation, 856 took extracts from manuscripts and 40 were mere visitors.

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The Autumn term of the Law College commences on the 26th instant.

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Great difficulty having been experienced in the Madras City Police in securing passed candidates for the post of constables as required by the Public Service Rules, Government has, on the representation of the Inspector-General of Police, ordered that the Primary Examination qualification need not be insisted on till 1900, in the case of persons seeking employment in the lower ranks of the Police department.

* * *

A preliminary meeting of the Badagara Teachers' Association was held in the Lower Secondary School, Badagara, on Monday, the 5th July at 4-30 P. M., at which the teachers of the Lower Secondary and Training schools and the Local Inspecting schoolmasters (Hindu and Mapilla schools) assembled with a view to forming a Teachers' Association at Badagara. Mr. M. H. Venkateswara Aiyar B.A. Headmaster, Government Training school, was voted to the chair. The chairman in thanking the members present explained to them briefly but clearly the object and advantage of having such an association in their midst. The meeting was brought to a close with a vote of thanks to the chair.

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M. R. R., S. Narayanaswami Aiyar, Director of Education in Pudukkottah, has resigned his appointment. The Pudukkottah State has thus lost one of its ablest officers. He can be described as one of the pioneers of education in Pudukkottah.

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The Government of Mysore has sanctioned the appointment of a new Lady Superintendent for the City Girls' School, Bangalore, on a salary of Rs. 200 per mensem.

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The Bangalore Branch of the National Indian Association has sanctioned a number of scholarships in aid of Female and Industrial Education. Ten scholarships of one rupee each will be given to the Wesleyan Girls' schools in the city, four scholarships of Rs. 2 each to the Mission Orphanage for Industrial Education, three scholarships of Rs. 2 each to the Industrial School at Mailcota and a scholarship of Rs. 10 per month to one Ramanuja Iyengar who is at present prosecuting his studies at the Bombay Technical Institute.

The Students' Hostel attached to the Setupati High School, Madura, and endowed by the Rajah of Ramnad and his Consort, the Senior Ranee, was declared open on the 10th July at a public meeting, Rao Bahadur R. Ramasubbaiyar presiding. The endowment was spontaneously made on the memorable Diamond Jubilee Day by the Rajah and the Senior Ranee.

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The annual report for 1896-97 of the Kumbakonam College, which was submitted by the acting Principal, Rao Bahadur S. Seshayya, on the 12th June, was reviewed by Dr. Duncan in a Proceedings, dated 23rd idem. No doubt Dr. Duncan expedited the issue of the Director's review in order to relieve Mr. Bilderbeck, the acting Director, from the necessity of commenting on his own work, for during nearly the whole period covered by the report Mr. Bilderbeck was in charge of the College. The strength increased by three but was considerably below the figures for 1892-93 (227) and 1893-94 (197). The following classification of students shows that the Junior B.A. class was extremely small, which may be regarded as an unsatisfactory feature :—

		1895-96.	1896-97.
Senior B.A. class	... ...	46	42
Junior do.	... ...	22	13
Senior F.A. class	... ...	40	59
Junior do.	... ...	61	58
		169	172

All the students were Brahmans with the exception of 13.

There is no doubt that the Kumbakonam College suffers considerably from the competition of other first-grade colleges both in Madras and in the neighbouring cities, for the Madras Colleges, owing to their superior equipment, draw away the richer class of students, while the Trichinopoly Colleges, owing to their cheapness, attract the poor class.

The results of the F.A. examination of 1896 do not compare favourably with those of the previous year, the passes amounting to 43·2 per cent., against 49·2 per cent. during 1895-96. The percentage is however very much higher than that for the whole Presidency, *viz.*, 28·8. The following table gives the results in percentages of the B.A. examination :—

		College.		Whole Presidency.
English	... ...	28·9	...	37·5
Second Language	...	71·4	...	85·7
Science Division	...	68·0	...	66·5

The cost of the College was Rs. 45,443 against Rs. 41,641 during the previous year. The income was Rs. 11,470 against Rs. 10,768. There was thus a considerable increase in the net cost of the institution. The cost to Government of educating each student rose from Rs. 181 to Rs. 213.

Dr. Duncan concludes his report with the following appreciative notice of Rao Bahadur S. Seshayya's work in the department :—

"The Director is glad to take this opportunity of placing on record his high appreciation of the very valuable services rendered by Rao Bahadur S. Seshayya to higher education in Southern India in the college with which he has been connected during the last thirty years and over which he has had the honour to preside on the eve of his retirement from public service. The Director hopes that the cause of education in this Presidency will continue to enjoy the benefit of Rao Bahadur S. Seshayya's learning and ripe experience for many years to come."

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A well-known member of the Madras Educational Department, (*viz.*) Rao Bahadur S. Seshayya has just retired from Government service. He was born in 1841 and was appointed 1st Assistant Master in the Government Cuddalore Zillah School at the early age of 19. Six years later, *viz.*, 1866, he was transferred to the Kumbakonam College as Assistant Lecturer. At that time, Mr. Porter, the well-known South Indian Educationist was Principal of this Institution; and under his guidance, Mr. Seshayya passed the B.A. Examination of the Madras University in 1869. He subsequently held several responsible educational posts and in 1878 he was made an Inspector of Schools. Mr. Seshayya was the second native of India to be made an Inspector of schools, Mr. Gopala Rau, the eminent native educationist of the Madras Presidency, having been the first. On two occasions, Mr. Seshayya acted as Professor of History in the Presidency College, and at the time of his retirement, he held the appointment of Acting Principal of the Kumbakonam College. In 1893, he was appointed Tamil Translator to the Madras Government in succession to the late Professor P. Ranganadham, and has been allowed to continue to hold this Translatorship for a period of 2 years subsequent to the date of his retirement. In 1894 he was created a Rao Bahadur. Mr. Seshayya has for a long time been regarded as one of the leading native educationists of the Madras Presidency; and it is understood that he intends devoting the leisure of his retirement to literary pursuits.

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The Presidency College, Madras and the Teachers' College, Saidapet, opened after the Midsummer Vacation on Monday, the 19th July.

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The Director of Public Instruction has ruled that the "Record of Service" which has hitherto been maintained only by officers in superior service should, in future, be kept by every officer or servant of the department. He has further decided that the "Record of Service" need not necessarily be kept in a printed copy of Service Register.

The Government of Mysore have sanctioned a monthly scholarship of Rs. 50 to A. Srinivasaraghavayengar, son of the late Mr. A. Krishnaswami Iyengar, Deputy Commissioner, Hassan, for four years from the 1st January 1897, to enable him to prosecute his studies for the B. A. examination.

* * *

The educational budgets for 1898-99 of the various Government institutions under the control of the Director of Public Instruction, are due to him before the 31st August next.

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Rao Bahadur V. Krishnamachariar with his usual public spirit has brought out a Tamil publication "A Glorious Reign of Sixty Years," which is a complete history of the life and reign of Her Majesty. The work is written in simple Tamil and is well illustrated. It is to be hoped that no educational institution in the Tamil districts will fail to purchase this excellent work for its Library. The book can also be recommended as a suitable prize for younger children.

BOMBAY.

The Victoria Jubilee Technical Institute at Byculla which has entered upon the last year of the first decade of its existence is on the point of making an important departure with regard to the introduction of a new Industry into India (viz.) Sheet Metal working and enamelling with the object of producing hollow ware of all kinds, signtablets, &c. The new buildings required for this have just been erected on the premises of the Institute, and the necessary plant has been obtained from Europe. The two together cost about Rs. 70,000 which has been generously provided by Sir Dinshaw Maneckjee Petit, Bart. Mr. William Bidole, a trained specialist of twenty years' experience, has been specially brought from England to conduct the classes. The buildings, the foundation stone of which was laid by Lord Sandhurst in March last, are of the usual substantial and ornamental character, which characterizes the other structures in the Institute compound. The new classes in metal working and enamelling will be opened on the 1st August, but in the interval all applications from students desirous of joining should be sent to Mr. Hugh Monie, the Principal of the Institute.

* * *

The following resolution of the Government of India relating to pecuniary relations of Government officers with persons who are subject to their authority has been communicated to the Educational Department by the Bombay Government in its Order No. 3566, dated 2nd July 1897.

"It has been brought to the notice of the Government of India that Home Department Resolution No. 22—637-653, dated the 16th March 1888, conveying orders on the subject of the pecuniary relations of Government officers with persons who are subject to their authority, makes no provision, such as is contained in Section 6 of Regulation VII. of 1823, for the case of pre-existing indebtedness on the part of Civil officers to individuals resident in districts to which they may be posted. The Governor-General in Council considers such a provision desirable, and is accordingly pleased to direct that the following rule shall be added to the rules laid down in the Resolution quoted above":—

"Any such officer, as is referred to in Rule I., who is appointed or transferred to a post in which he will be in a position to exercise official influence or authority over any person to whom he is under any pecuniary obligation, or to a post with local jurisdiction within the limits of which any person to whom he is under any pecuniary obligation, resides, possesses property or carries on business, shall be bound to declare, without delay, the circumstance to the officer to whom he is immediately subordinate for report to the Government, and failing to do so shall be subject to the same penalty as if the obligation were incurred after his appointment or transfer."

* * *

Mr. N. G. Chandavarkar has been recommended for nomination as the representative of the Bombay University in the local Legislative Council. He was almost unanimously returned by the Senate, having secured 124 votes. Mr. Chandavarkar, who is well known to the Bombay public is now 42 years of age. He is a native of the Canara District and received his early education in the local English School. He subsequently joined the Elphinstone College, and passed the B. A. degree examination in the first class in 1877, and in 1881 took the L.LB degree also in the first class. He was then enrolled as a pleader of the Bombay High Court, and has met with considerable amount of professional success. As a fellow of the Bombay University he has evinced great interest in educational matters, and his opinions on questions affecting the University carry great weight.

* * *

On the afternoon of the Jubilee celebration day the Principal and Professors of Elphinstone College, Bombay, were "at Home" to their friends. A great many visitors, including several former and present students of the College, together with a few European and Parsee ladies, availed themselves of the Professors' hospitality. Professor Muller exhibited his collection of ancient implements, with which the guests were much pleased. Principal Hathornthwaite, in proposing the health of the

day, sketched the progress and development of the Elephinstone College and dwelt on the great influence which the Institution had exercised over Education in the Western Presidency. Professor Muller, in addressing the company, referred to the great advantages which the people of Bombay had been able to derive from the College and instanced several examples of success attained by its students. Mr. Justice Ranade of the Bombay High Court next made an eloquent speech in which he pointed out the immense debt of gratitude which was owing to the Principal and Professors of the College, who had been able to secure success owing to the untiring exertions of their teachers. The company, after partaking of refreshments, broke up at about 6 P. M., having passed a most enjoyable afternoon.

PUNJAB.

The following are the results of the Male Teachers' Certificate Examinations held in the Punjab, in April last.

—	No. sent up.	No. passed.		TOTAL.
		1st Division.	2nd Division.	
Senior Anglo-Vernacular Certificate Examination.				
Central Training College, Lahore ...	16	5	9	14
Private Candidates	50	4	24	28
Junior Anglo-Vernacular Certificate Examination.				
Central Training College, Lahore ...	28	3	18	21
Private Candidates	51	...	13	13
Senior Vernacular Certificate Examination.				
Central Training College, Lahore ...	38	23	10	33
Private Candidates	14	...	10	10
Junior Vernacular Certificate Examination.				
Delhi Normal School	43	9	18	27
Jullundur Normal School ...	46	11	21	32
Lahore Normal School	56	13	33	46
Rawalpindi Normal School ...	40	8	15	23
Multan Normal School	35	13	12	25
Private Candidates	87	...	46	46
Zemindari Certificate Examination.				
Delhi Normal School	25	4	16	20
Jullundur Normal School ...	9	...	8	8
Lahore Normal School	10	1	6	7
Rawalpindi Normal School ...	14	1	8	9
Multan Normal School	10	...	10	10
Private Candidates	20	...	9	9

NOTIFICATIONS.

BOMBAY.

List of appointments in the Educational Department for the month of June 1897.

26*th June* 1897.—Mr. Shaikh Karimudin, 14th Assistant, Dharwar High School and *subprotem* 9th Assistant Bijapur High School, is appointed 4th Assistant Poona Camp 1st Grade Anglo-Vernacular School on probation for 6 months.

MADRAS.

PRIZE ESSAYS.

The following rules are published for general information :—

The Committee of the National Indian Association in aid of Social Progress and Education in India offer periodically two prizes in the form of books of the value of £1 (one pound) and 10s. (ten shillings) respectively for essays on selected subjects.

The prizes will be awarded for the essays which the adjudicators decide to be first and second in merit among those sent for competition. The two essays will be printed in the *Indian Magazine and Review*. Competitors must be Natives of India.

The subject for the next competition is "The best methods of Developing Local Industries in India independently of State Aid."

Essays should be sent (post paid) in time to be received not later than November 1st, 1897.

No contributions will be returned.

Address care of the Honorary Secretary of the National Indian Association, 5, Pembridge Crescent, Bayswater, London, West.

Office of the Director of Public Instruction, Madras, 14th June 1897.

D. DUNCAN
Director of Public Instruction.